



University of Colorado  
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

# University of Colorado

## **2012-13 Diversity Report**

Prepared by the University of Colorado System Office of Institutional Research  
May 2013

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## Introduction

Diversity is a core value of the University of Colorado. CU believes all students—regardless of ethnic, racial, political, gender, religious, intellectual, and geographical background—will have a more enriching college experience when they are exposed to a plurality of ideas, viewpoints, life experiences, and rapidly evolving perspectives on national identity. The university continually seeks to create a more inclusive university community—one that fosters an academic climate that is productive, positive, safe, and respectful of all viewpoints.

The diversity report is an important mechanism for campus officials to share information with the Board of Regents, campus community, and the public about efforts to increase campus diversity and provide an environment that allows all students to succeed. It includes the following information for each CU campus:

- An overview of campus efforts to support diversity and inclusiveness
- Undergraduate and graduate enrollment by race/ethnicity
- Baccalaureate, master's, doctoral, and professional degrees awarded by race/ethnicity
- Graduation rates by race/ethnicity
- Resident freshmen applications, acceptances, and enrollments by race/ethnicity
- Freshmen retention rates by race/ethnicity
- Enrollment of, retention rates for, and degrees awarded to Pell Grant recipients
- Enrollment of undergraduate students registered with their campus disability services office
- Home region of resident freshmen
- Race/ethnicity of resident freshmen
- Faculty race/ethnicity and gender diversity by rank and tenure status
- Staff race/ethnicity and gender diversity by occupational category
- CU student enrollment in the context of higher education in Colorado

Data are also provided on the race/ethnic and gender diversity of system administration staff.

The 2012-13 Diversity Report reflects recent federally-mandated changes to the collection and reporting of data on race and ethnicity. These changes are described in the report, along with their implications for comparing data over time.

## Changes to the Collection and Reporting of Race and Ethnicity

Beginning with the 2010-11 academic year, new federal regulations were implemented by all CU campuses that changed the way that race/ethnicity data are collected from incoming students as well as new faculty and staff. Individuals are now asked whether or not they are Hispanic/Latino (labeled an “ethnicity” in federal nomenclature), and then, as a separate question, are asked to identify themselves as belonging to one or more racial groups. This is called the “two-question format.” In the past, individuals were asked to identify with one and only one of five race/ethnic groups, with “Hispanic/Latino” being one of the options.

The exact questions, from the undergraduate application for admission, appear as follows:



Are you Hispanic, Chicano, Mexican, Latino, Cuban, Puerto Rican, South or Central American, or Spanish origin?

Yes  No

Check one or more

- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Asian
- White

Students enrolled prior to fall 2010 were not broadly re-surveyed based on the new collection method; therefore in the initial year of implementation, a relatively small percentage of the student body had been presented with the new question format. Similarly, employees hired before fall 2010 were not re-surveyed. Most applications for admission for fall 2010 were processed through the now-retired student information system (SIS); this reduced any multiple responses made by these applicants to single responses. For these reasons, CU did not change its reporting method for the spring 2011 report.

Beginning with the spring 2012 report, this annual report was modified to reflect the new method for collecting data on race and ethnicity, *and* the method specified by the US Department of Education and its Integrated Postsecondary Education Data System (IPEDS) for reporting these data. The IPEDS hierarchical reporting rule assigns all possible responses to the two questions to a single 8-category dimension. As a result, two new categories have been added to displays in this report: one for Hawaiian or Other Pacific Islander (a new category) and a “more than one race” designation to capture those students and employees who did not answer ‘yes’ to the Hispanic/Latino question and who did identify with more than one of the five race categories. Individuals who are reported as “more than one race” are included in minority totals.

It is important to keep in mind that fall 2010, fall 2011, and fall 2012 student data include some students who were presented with the old question format and some who were presented with the new question format. The “more than one race” category primarily includes students who entered the institution in fall 2011 or fall 2012; therefore it does not capture the total enrollment of non-Hispanic/Latino students with more than once race.

The two-question collection format and the IPEDS reporting rule will result in smaller numbers of students being reported as Asian, Black, or American Indian when compared to prior years, as many of these students will now be captured in the “more than one race” or Hispanic/Latino categories. In contrast, the number of Hispanic/Latino students reported will increase. With the new question format, many institutions have seen an increase in the number of students reported as Hispanic/Latino.

The same issues are present with faculty/staff data and will exist for many years since employee turnover is very slow. These facts must be taken into consideration when making comparisons across years. With students, all years 2010-11 through 2015-16 will be transition years in which reported counts will not fully reflect the two-question format and opportunity to select multiple races/ethnicities. With employees, transition will last until well after 2030.

New race/ethnicity reporting categories used in the diversity report and in IPEDS:

- ***International*** – not a US citizen or permanent resident – from visa status. All international are reported as international regardless of responses to the two race-ethnicity questions.
- ***Hispanic/Latino*** – answered ‘yes’ to “Are you Hispanic, Chicano, Mexican, Latino, Cuban, Puerto Rican, South or Central American, or Spanish origin?”; may have selected any combination of racial categories
- ***American Indian or Alaska Native*** – did not identify as Hispanic/Latino and selected *only* this racial category
- ***Asian*** – did not identify as Hispanic/Latino and selected *only* this racial category
- ***Black or African American*** – did not identify as Hispanic/Latino and selected *only* this racial category
- ***Native Hawaiian or Other Pacific Islander*** – did not identify as Hispanic/Latino and selected *only* this racial category
- ***White*** – did not identify as Hispanic/Latino and selected *only* this racial category
- ***More than one race*** – did not identify as Hispanic/Latino and selected *two or more* racial categories
- ***Unknown*** – did not identify as Hispanic/Latino and selected *no* racial category



## **University of Colorado Boulder**

### **2012-2013 Report on Diversity**

***Pathways for Diversity and Inclusion 2012-13***  
***Office of Diversity, Equity and Community Engagement***

***Student Access and Enrollment***

**Outreach** – The Boulder Pre-Collegiate Development Program served 1,019 middle and high school students and their parents in 2012-13. The program reached 12 school districts in the Denver/Boulder area encompassing 24 target middle schools and 16 target high schools. The programs located in the mountain communities along the I-70 corridor served 285 middle and high school students in the Roaring Fork and Summit County school districts, reaching 4 middle schools and 4 high schools. A four-way strategic partnership – among the local school districts, community foundations (Aspen Valley and Summit County), Colorado Mountain College and CU-Boulder – has been critical to the success of the expansion programs on the Western Slope.



**Scholarship Foundations and Partnerships** – Additional academic outreach benefited hundreds of students with valuable college preparation and scholarships through strategic partnerships with community organizations such as: Daniels Fund, Denver Scholarship Foundation, Gates Millennium Foundation, I Have a Dream Foundation Boulder County, Mapleton Education Foundation, Vamos Bufalos and Colorado MESA (Mathematics, Engineering and Science Achievement).

**Enrollment** – The enrollment of diverse students on the Boulder campus was at an all-time high in the 2012 fall semester for both undergraduate and graduate students. A total of 4,808 degree-seeking undergraduates self-identified as American Indian, Latino, African American and Asian American, which represents 19% of the undergraduate student body. The graduate student population consists of 679 degree-seeking students who self-identified as American Indian, Latino, African American and Asian American, representing 12% of the total graduate enrollment. Among the in-state undergraduate students, 23% were Pell grant recipients and 20% were first generation college-going students.

***Student Academic Achievement***

**Graduation and Retention**

The number of bachelor degrees awarded to students of color in 2012-13 represents a 55% increase since 2003 (550 to 856 degrees). The six-year graduation rate for students of color was 62% in 2012, compared to 68% for all students. The retention rate from the freshman year to the sophomore year for students of color was 82% in 2012, nearly equivalent to that of all students at 84%.



**CU LEAD Alliance** – Student success is enhanced by a network of 13 “academic neighborhoods” and affiliate programs that make up the CU LEAD Alliance which assists under-represented and first-generation students. Serving approximately 1,500 undergraduates, the programs offer scholarships and promote academic excellence through cohort experiences, academic enrichment and community building. CU LEAD supports students’ access to special learning opportunities such as honors thesis, internships, undergraduate research and global experiences. CU LEAD represents “*Leadership, Excellence, Achievement and Diversity.*”



**Matthew Jones** will be graduating *summa cum laude* in May 2013. A psychology major, Matthew successfully defended a senior honors thesis on motivation in sport, under the guidance of Professor Alphonse Keasley. Matthew is a scholar of the **Miramontes Arts & Sciences Program (MASP)** 2009 cohort and the **Ronald E. McNair Post-Baccalaureate Achievement Program**. He presented research on spatial ability at the University of California, Berkley McNair Symposium in summer 2012. In the fall of his senior year, Matthew was inducted into the **Phi Beta Kappa Society**. During the next year, Matthew will explore his career options before taking the next step towards his professional career or graduate school.

**Amy Smith** graduated from the Master's Plus Licensure program (MA+) in the **School of Education** in spring 2011 with a focus in Secondary Math Education. As an **Education Diversity Scholar**, Amy researched the importance of Culturally Relevant Teaching (CRT) in math education under the direction of her adviser, Dr. David Webb. Over the past two years she has taught at Escuela Bella Vista, an international school in Maracaibo, Venezuela. Amy has recently agreed to a new two-year contract serving with Shanghai American School in China. The school is already considering supporting her pursuit of board certification and a PhD beginning in July 2013.



### **Campus Climate and Community Engagement**

Diversity and inclusion are enhanced through the broad participation and interaction of students, faculty, and staff on various campus-wide committees: **Chancellor’s Committee on Race and Ethnicity (CCORE)**, **Chancellor’s Committee on Women (CCW)**, **Chancellor’s Standing Committee on Gay, Lesbian, Bisexual, Transgender Issues (GLBT)**, and **Chancellor’s Accessibility Committee (CAC)**. The **Boulder Faculty Assembly Diversity Committee** and the **Colleges and Schools Diversity Representatives Council** further address critical issues of diversity and inclusion in the academic setting. Inclusive excellence is advanced within the curriculum through the **IMPART Fellowship Grant** which bestows mini-awards to faculty to promote a campus environment which supports and encourages gender, ethnic, and cultural diversity in scholarly work and teaching. Public forums for teaching and recognition are conducted annually during the two-day **Diversity and Inclusion Summit** in the fall and the **Equity and Excellence Celebration** held in the spring.

## Diversity and Excellence – 2012-13 Quantitative Highlights

- Minority enrollment in 2012-13 was at an all-time high for both undergraduate and graduate students for the second year in a row. Undergraduate minority enrollment is now 19% of total undergraduate enrollment, and graduate minority enrollment is 12% of total graduate enrollment.
- Graduate minority enrollment has increased over the past ten years by 42%, whereas total graduate enrollment has increased by about 18% in the same time period.
- Undergraduate minority enrollment as a percent of total undergraduate enrollment has increased by five percentage points over the past 10 years, from 14% in 2003 to 19% in 2012.
- The number of resident minority freshman applications is holding fairly steady at around 2000. Eighty-eight percent of those who applied for fall 2012 were admitted, and 47% of those who were admitted enrolled.
- The retention rate for full-time first-time minority freshmen students is almost equal to the rate for white, non-Hispanic students (82% and 84%, respectively).
- Bachelor's degrees awarded to minority students have increased by 55% since 2003 (from 550 to 856 degrees). Degrees granted in FY 2012 to minority students were at an all-time high at 15% of total degrees granted.
- First generation enrollment as a percentage of resident undergraduate student enrollment is 20%.
- Pell enrollment as a percentage of resident undergraduate student enrollment is 23%.
- The retention rate of freshmen resident students receiving Pell grants is comparable to the rate for other resident freshmen.
- The number of degrees awarded to Pell students was at an all-time high in FY 2012 (1,381 degrees), and equaled almost a quarter of all bachelor degrees granted.
- The percentage of female tenured/tenure track faculty has increased over the course of ten years, from 27% to 33%.
- The percentage of minority tenured/tenure track faculty has increased over the same time period by 5 percentage points, from 14% to 19%.
- The percentage of minority non-tenured/tenure track regular instructional faculty is 10%, about 3 percentage points higher than it was 10 years ago.



University of Colorado  
Boulder

## **University of Colorado Boulder Diversity Data**

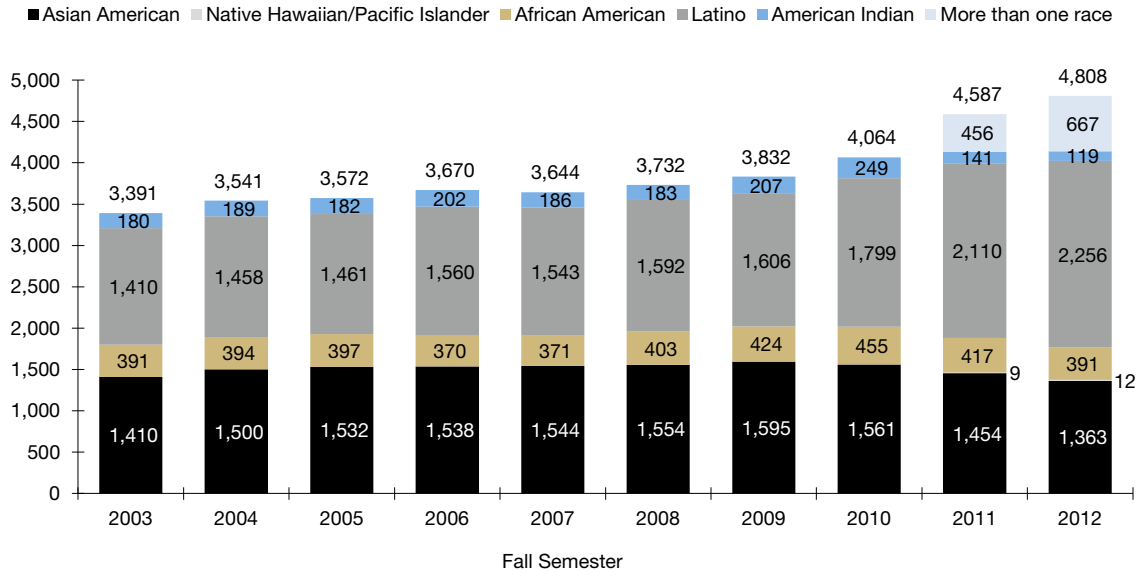
Data provided by the CU-Boulder Office of Planning, Budget, and Analysis  
[www.colorado.edu/pba/ia/](http://www.colorado.edu/pba/ia/)



## **University of Colorado Boulder Student Diversity**

Data provided by the CU-Boulder Office of Planning, Budget, and Analysis  
[www.colorado.edu/pba/ia/](http://www.colorado.edu/pba/ia/)

**University of Colorado Boulder  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**

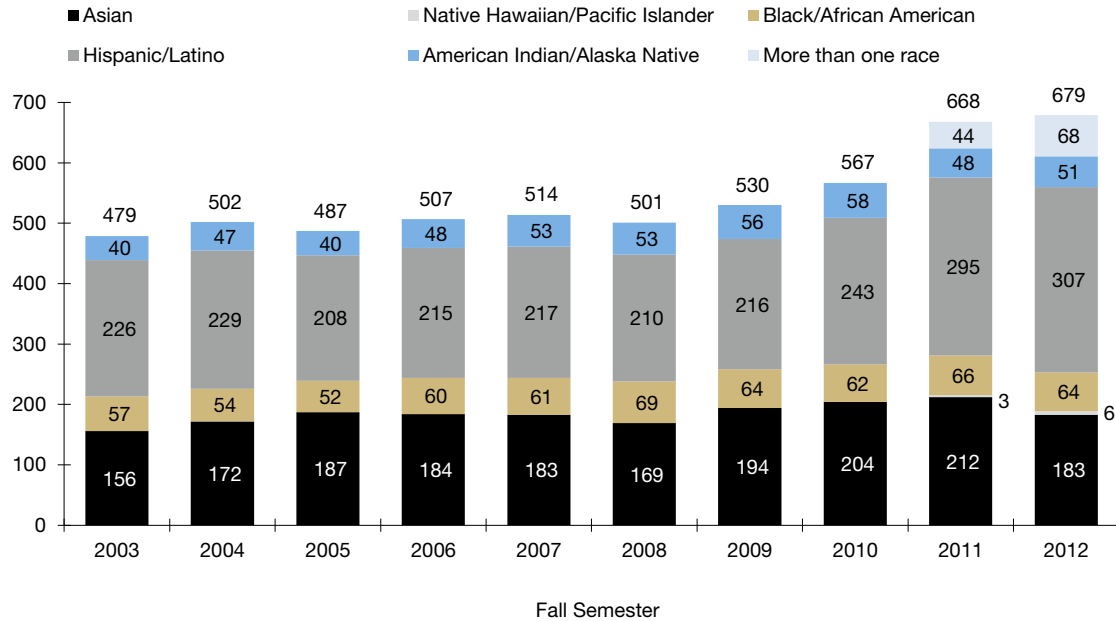


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	1,410	1,500	1,532	1,538	1,544	1,554	1,595	1,561	1,454	1,363
Native Hawaiian/Pacific Islander									9	12
Black/African American	391	394	397	370	371	403	424	455	417	391
Hispanic/Latino	1,410	1,458	1,461	1,560	1,543	1,592	1,606	1,799	2,110	2,256
American Indian/Alaska Native	180	189	182	202	186	183	207	249	141	119
More than one race									456	667
White/Unknown	20,817	20,851	20,321	20,451	20,464	20,951	21,151	20,225	20,548	19,678
International	332	318	330	363	365	397	425	500	639	753
<b>Total Enrollment</b>	<b>24,540</b>	<b>24,710</b>	<b>24,223</b>	<b>24,484</b>	<b>24,473</b>	<b>25,080</b>	<b>25,408</b>	<b>24,789</b>	<b>25,774</b>	<b>25,239</b>
Minority Total	3,391	3,541	3,572	3,670	3,644	3,732	3,832	4,064	4,587	4,808
Minority as % of Total Enrollment	14%	14%	15%	15%	15%	15%	15%	16%	18%	19%

Note: In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours*. The numbers for fall 2011 and later include *all* degree-seeking students and are therefore higher than prior years.

For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For undergraduate minority enrollment about 160 additional enrollments were due to the change in reporting.

**University of Colorado Boulder  
Graduate Fall Headcount Enrollment by Race/Ethnicity**

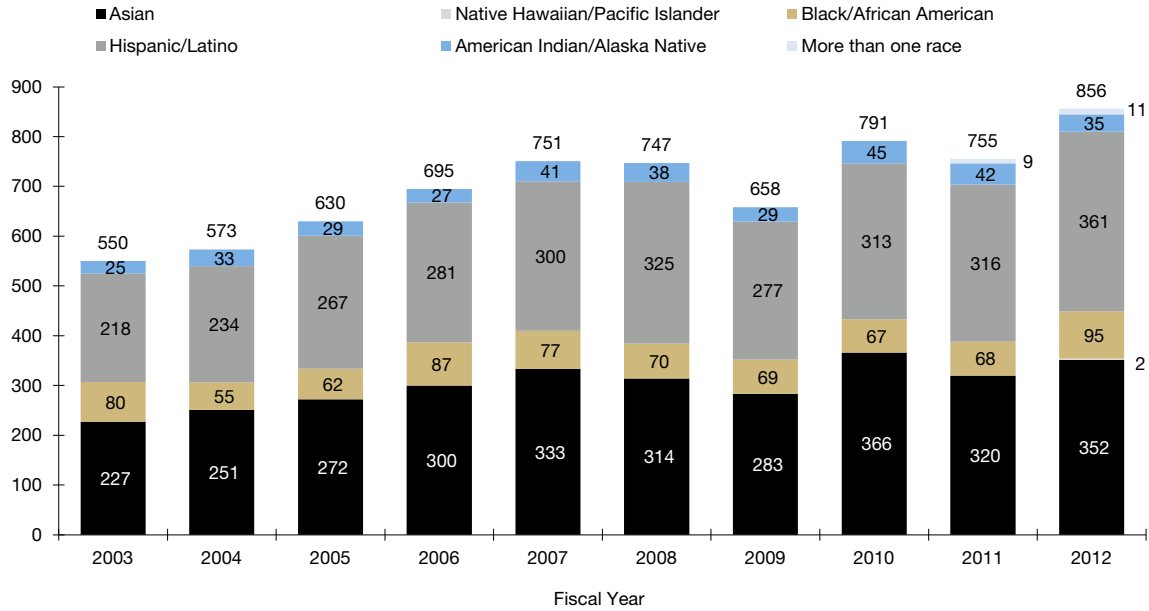


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	156	172	187	184	183	169	194	204	212	183
Native Hawaiian/Pacific Islander									3	6
Black/African American	57	54	52	60	61	69	64	62	66	64
Hispanic/Latino	226	229	208	215	217	210	216	243	295	307
American Indian/Alaska Native	40	47	40	48	53	53	56	58	48	51
More than one race									44	68
White/Unknown	3,383	3,398	3,332	3,311	3,248	3,310	3,455	3,716	3,943	3,851
International	749	648	582	640	753	818	803	863	886	926
<b>Enrollment</b>	<b>4,611</b>	<b>4,548</b>	<b>4,401</b>	<b>4,458</b>	<b>4,515</b>	<b>4,629</b>	<b>4,788</b>	<b>5,146</b>	<b>5,497</b>	<b>5,456</b>
Minority Total	479	502	487	507	514	501	530	567	668	679
Minority as % of Total Enrollment	10%	11%	11%	11%	11%	11%	11%	11%	12%	12%

Note: In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours*. The numbers for fall 2011 and later include *all* degree-seeking students and are therefore higher than prior years.

For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For graduate minority enrollment, about 45 additional enrollments were due to the change in reporting.

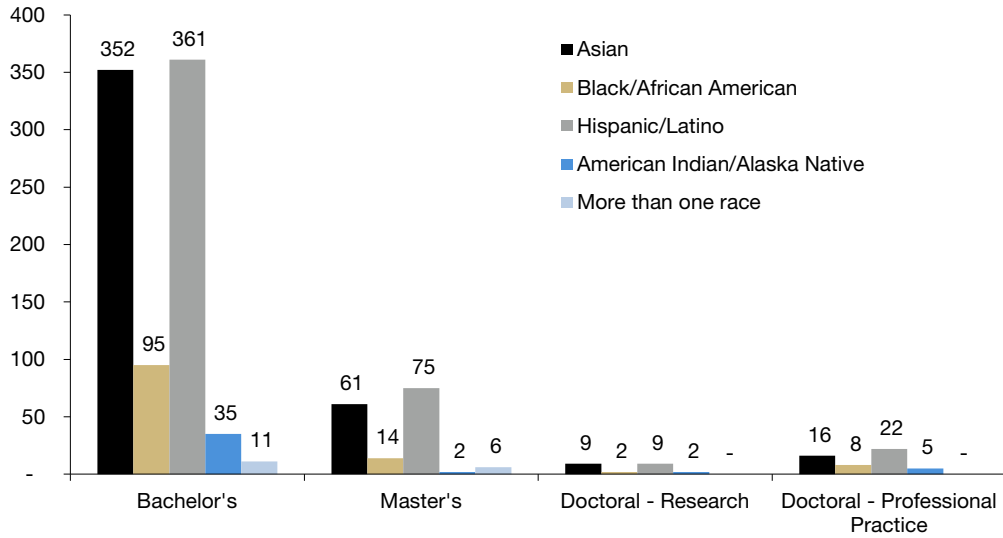
**University of Colorado Boulder  
Baccalaureate Degrees Awarded by Race/Ethnicity\***



Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	227	251	272	300	333	314	283	366	320	352
Native Hawaiian/Pacific Islander									-	2
Black/African American	80	55	62	87	77	70	69	67	68	95
Hispanic/Latino	218	234	267	281	300	325	277	313	316	361
American Indian/Alaska Native	25	33	29	27	41	38	29	45	42	35
More than one race									9	11
White/Unknown	4,043	4,169	4,423	4,597	4,530	4,516	4,290	4,643	4,788	4,915
International	74	57	71	58	62	63	59	75	85	94
<b>Total Degrees Awarded</b>	<b>4,667</b>	<b>4,799</b>	<b>5,124</b>	<b>5,350</b>	<b>5,343</b>	<b>5,326</b>	<b>5,007</b>	<b>5,509</b>	<b>5,628</b>	<b>5,865</b>
Minority Total	550	573	630	695	751	747	658	791	755	856
Minority as % of Total	12%	12%	12%	13%	14%	14%	13%	14%	13%	15%

\* Unduplicated degree counts

**University of Colorado Boulder  
Degrees Awarded by Race/Ethnicity\*  
Fiscal Year 2012**

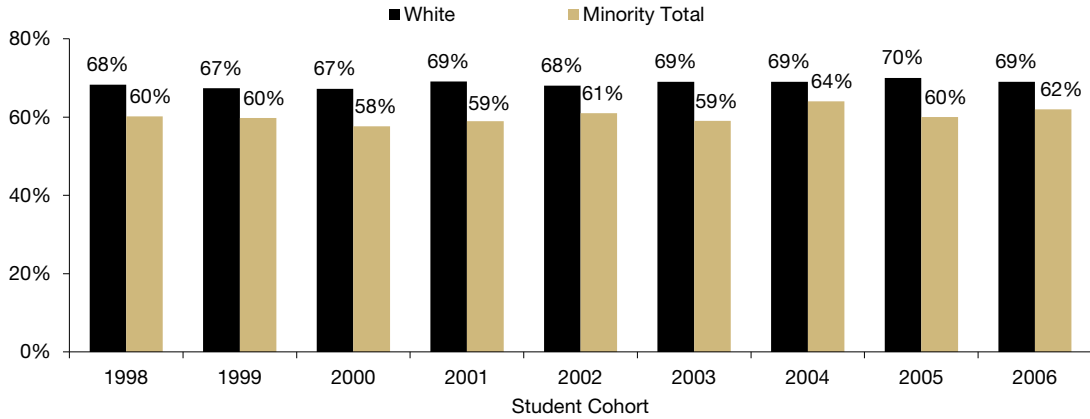


Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional Practice	Total
Asian	352	61	9	16	438
Native Hawaiian/Pacific Islander	2	1	-	-	3
Black/African American	95	14	2	8	119
Hispanic/Latino	361	75	9	22	467
American Indian/Alaska Native	35	2	2	5	44
More than one race	11	6	-	-	17
White/Unknown	4,915	971	241	129	6,256
International	94	203	81	1	379
<b>Minority Total</b>	<b>856</b>	<b>159</b>	<b>22</b>	<b>51</b>	<b>1,088</b>
<b>Total</b>	<b>5,865</b>	<b>1,333</b>	<b>344</b>	<b>181</b>	<b>7,723</b>

\* Unduplicated degree counts



**University of Colorado Boulder  
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**

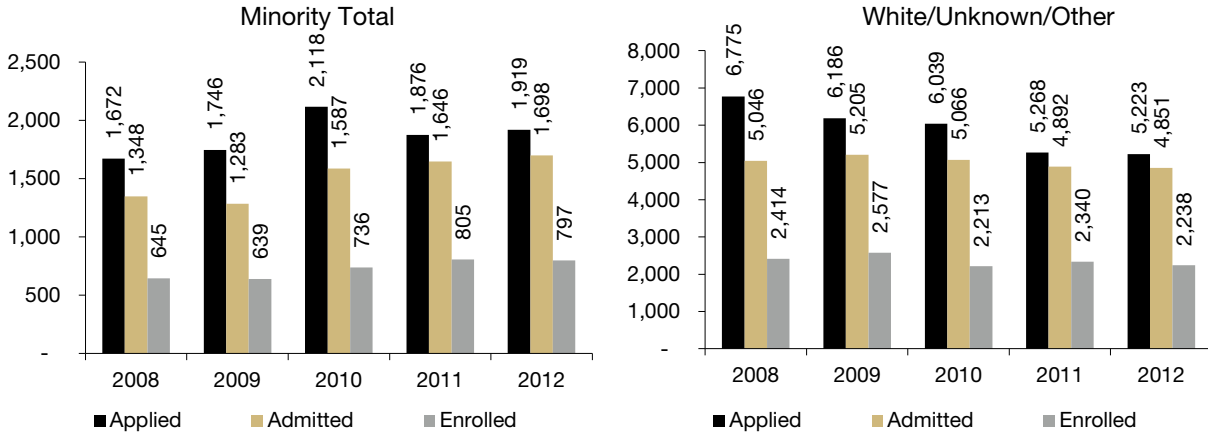


Undergraduate Cohort*	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	258	266	297	291	358	340	333	325	373
Black/African American	73	82	85	74	97	89	70	72	84
Hispanic/Latino	226	239	273	310	323	327	340	313	377
American Indian/Alaska Native	40	25	30	37	53	37	45	25	56
White	3,482	3,767	4,131	3,899	4,293	4,474	4,025	3,977	4,417
Other/Unknown	147	137	207	327	216	235	268	243	238
International	36	28	24	24	36	40	43	52	62
<b>Total Enrollment</b>	<b>4,262</b>	<b>4,544</b>	<b>5,047</b>	<b>4,962</b>	<b>5,376</b>	<b>5,542</b>	<b>5,124</b>	<b>5,007</b>	<b>5,607</b>
Minority Total	597	612	685	712	831	793	788	735	890

Six-Year Graduation Rate	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	63%	62%	60%	65%	66%	65%	71%	64%	68%
Black/African American	55%	59%	44%	51%	53%	49%	64%	47%	64%
Hispanic/Latino	58%	59%	60%	55%	60%	57%	58%	60%	56%
American Indian/Alaska Native	63%	40%	53%	54%	51%	51%	58%	56%	57%
White	68%	67%	67%	69%	68%	69%	69%	70%	69%
Other/Unknown	50%	61%	61%	65%	64%	64%	70%	68%	65%
International	47%	75%	58%	79%	56%	58%	65%	67%	66%
<b>Total Enrollment</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>
Minority Total	60%	60%	58%	59%	61%	59%	64%	60%	62%

\* Cohorts include first-time first-year full-time students entering in the Fall semester.

**University of Colorado Boulder**  
**Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity**



**Asian**

Fall Term	Applied	Admitted	Enrolled
2008	622	534	250
2009	649	521	281
2010	722	611	288
2011	464	424	220
2012	502	472	236

**Native Hawaiian/Pacific Islander**

Fall Term	Applied	Admitted	Enrolled
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	10	9	7
2011	2	1	1
2012	3	3	1

**Black/African American**

Fall Term	Applied	Admitted	Enrolled
2008	244	181	77
2009	257	160	60
2010	263	172	60
2011	147	119	49
2012	174	140	55

**Hispanic/Latino**

Fall Term	Applied	Admitted	Enrolled
2008	755	592	298
2009	768	544	261
2010	966	685	323
2011	946	822	400
2012	902	782	360

**American Indian/Alaska Native**

Fall Term	Applied	Admitted	Enrolled
2008	51	41	20
2009	72	58	37
2010	157	110	58
2011	13	12	9
2012	13	11	8

**More than one race**

Fall Term	Applied	Admitted	Enrolled
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	304	268	126
2012	325	290	137

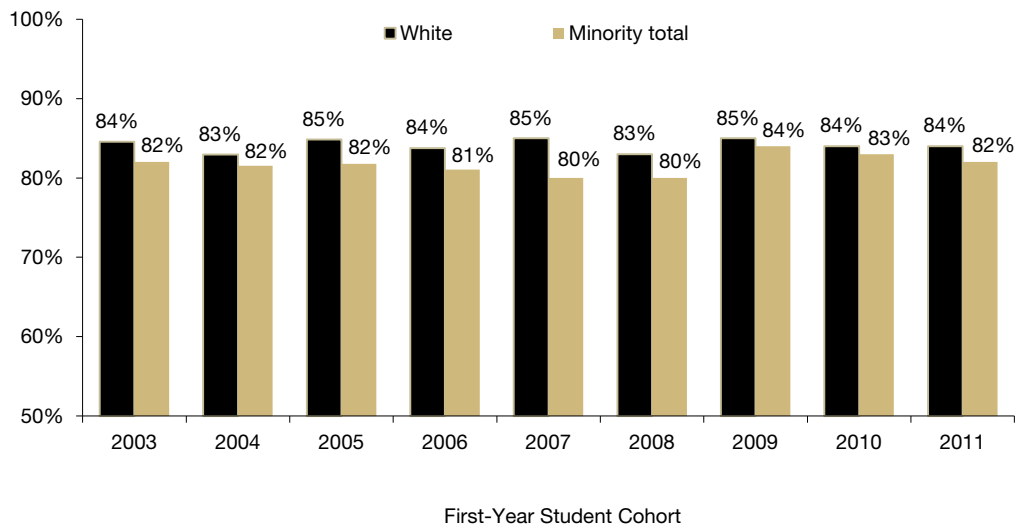
**White/Unknown/Other**

Fall Term	Applied	Admitted	Enrolled
2008	6,775	5,046	2,414
2009	6,186	5,205	2,577
2010	6,039	5,066	2,213
2011	5,268	4,892	2,340
2012	5,223	4,851	2,238

**Total**

Fall Term	Applied	Admitted	Enrolled
2008	8,447	6,394	3,059
2009	7,932	6,488	3,216
2010	8,157	6,653	2,949
2011	7,144	6,538	3,145
2012	7,142	6,549	3,035

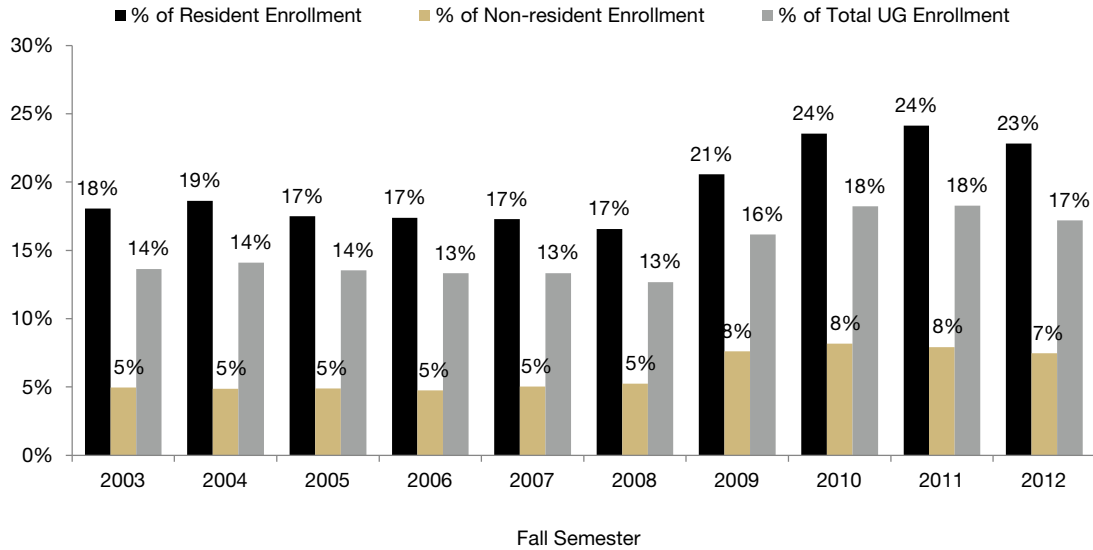
**University of Colorado Boulder  
1-Year Freshman Retention Rates by Race/Ethnicity**



First-Year Cohort	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	340	333	325	374	375	370	361	347	381
Native Hawaiian/Pacific Islander									0
Black/African American	89	70	72	84	106	112	97	89	107
Hispanic/Latino	327	340	312	376	355	418	384	477	572
American Indian/Alaska Native	37	45	25	56	69	35	60	85	78
More than one race									0
Other/Unknown	235	268	244	239	198	263	285	59	39
White	4,474	4,025	3,977	4,420	4,403	4,566	4,268	3,999	4,349
International	40	43	52	62	69	58	68	89	130
All	5,542	5,124	5,007	5,611	5,575	5,822	5,523	5,145	5,656
Minority total	793	788	734	890	905	935	902	998	1,138

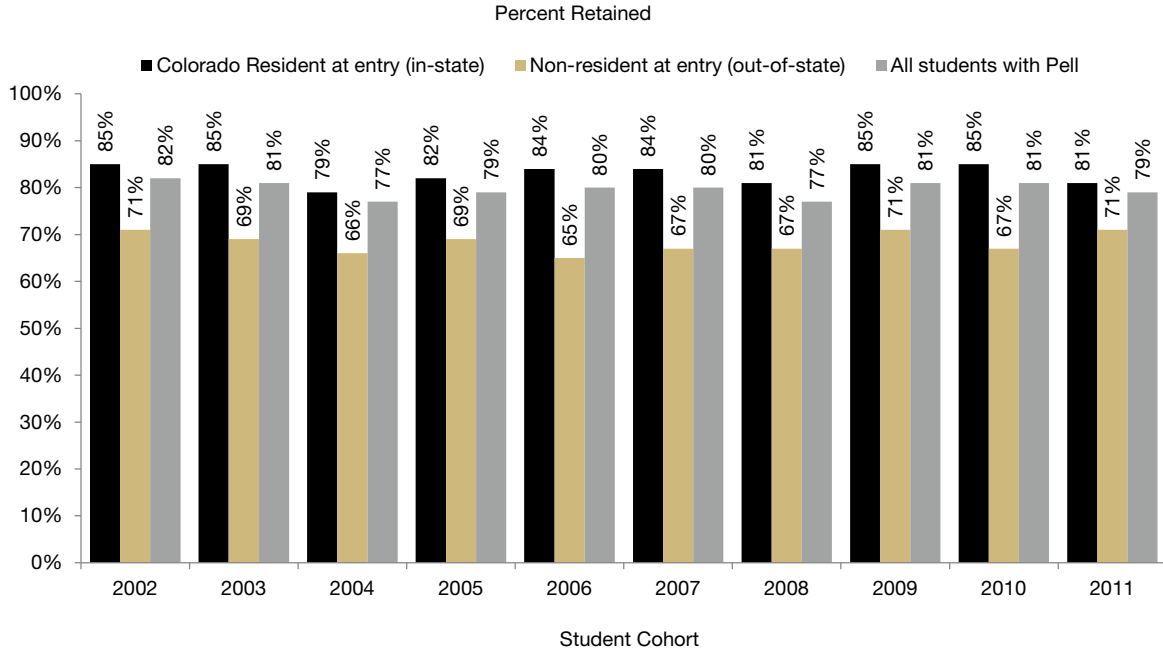
Percent Enrolled One Year Later	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	83%	87%	82%	86%	86%	85%	88%	87%	83%
Native Hawaiian/Pacific Islander									0%
Black/African American	89%	81%	81%	82%	82%	74%	86%	83%	79%
Hispanic/Latino	80%	76%	82%	78%	74%	78%	82%	80%	83%
American Indian/Alaska Native	78%	82%	80%	69%	82%	60%	73%	80%	78%
More than one race									0%
Other/Unknown	78%	84%	84%	82%	86%	83%	86%	83%	72%
White	85%	83%	85%	84%	85%	83%	85%	84%	84%
International	81%	81%	87%	84%	87%	79%	79%	79%	87%
All	84%	83%	84%	83%	84%	83%	85%	84%	84%
Minority total	82%	82%	82%	81%	80%	80%	84%	83%	82%

**University of Colorado Boulder**  
**Fall Enrollment of Pell Grant Recipients**  
 (Percent of Undergraduate Enrollment)



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Resident	2,935	3,088	2,908	2,892	2,869	2,730	3,452	3,824	3,969	3,650
Non-resident	412	396	371	372	396	451	656	700	739	691
<b>Total UG pell recipients enrolled</b>	<b>3,347</b>	<b>3,484</b>	<b>3,279</b>	<b>3,264</b>	<b>3,265</b>	<b>3,181</b>	<b>4,108</b>	<b>4,524</b>	<b>4,708</b>	<b>4,341</b>
% of Resident Enrollment	18%	19%	17%	17%	17%	17%	21%	24%	24%	23%
% of Non-resident Enrollment	5%	5%	5%	5%	5%	5%	8%	8%	8%	7%
% of Total UG Enrollment	14%	14%	14%	13%	13%	13%	16%	18%	18%	17%

**University of Colorado Boulder  
1-Year Retention Rates of Freshman Pell Grant Recipients**



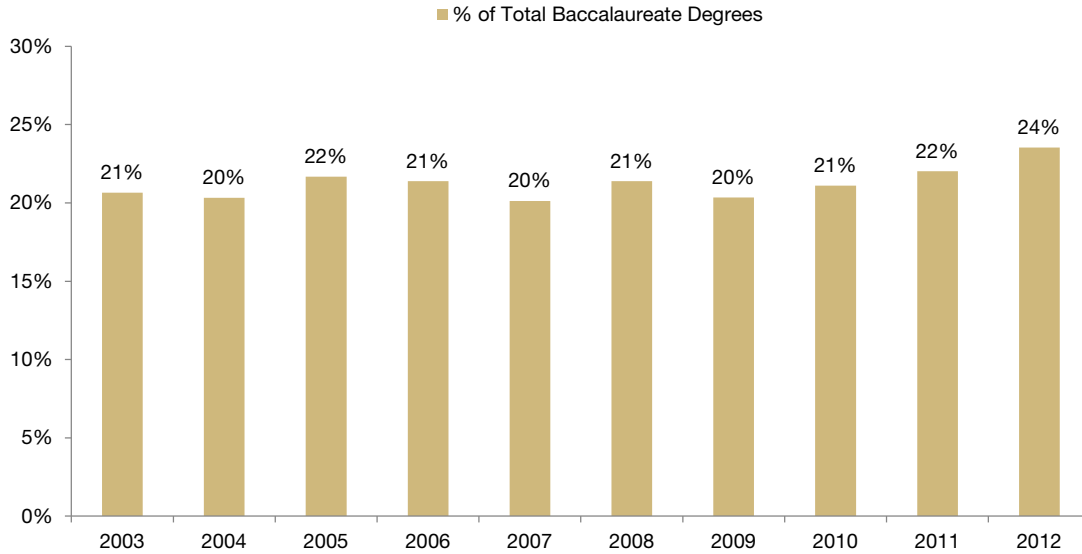
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>All students with Pell</b>										
First-Year Student Cohorts*	560	583	613	534	604	600	629	829	847	968
Number Retained**	459	472	472	422	483	480	484	671	686	765
Percent Retained	82%	81%	77%	79%	80%	80%	77%	81%	81%	79%
<b>Colorado Resident at entry (in-state)</b>										
First-Year Student Cohorts*	421	432	487	433	469	476	453	636	629	708
Number Retained**	358	367	385	355	394	400	367	541	535	573
Percent Retained	85%	85%	79%	82%	84%	84%	81%	85%	85%	81%
<b>Non-resident at entry (out-of-state)</b>										
First-Year Student Cohorts*	139	151	126	101	135	124	176	193	218	260
Number Retained**	99	104	83	70	88	83	118	137	146	185
Percent Retained	71%	69%	66%	69%	65%	67%	67%	71%	67%	71%

Note: this is retention of students who received Pell in their first entry year

\* First-Time freshmen w/Pell entering Summer/Fall term

\*\*Number enrolled in subsequent fall

**University of Colorado Boulder  
Baccalaureate Degrees Granted to Pell Grant Recipients**

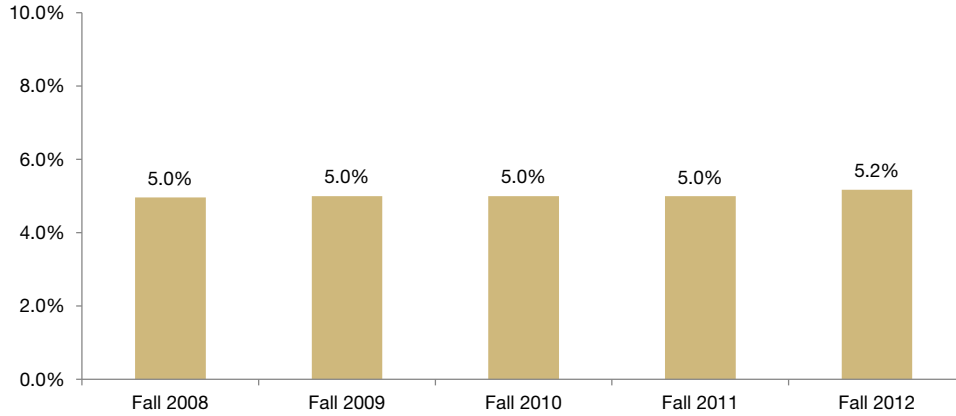


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Baccalaureate Degrees Awarded to Pell Recipients*	964	976	1,111	1,144	1,075	1,139	1,019	1,163	1,239	1,381
% of Total Baccalaureate Degrees	21%	20%	22%	21%	20%	21%	20%	21%	22%	24%

\* counted if student was ever a Pell recipient

**University of Colorado Boulder  
Enrollment of Students with Disabilities**

Undergraduate Students formally registered with the Office of Disability Services  
(Percent of Undergraduate Enrollment)

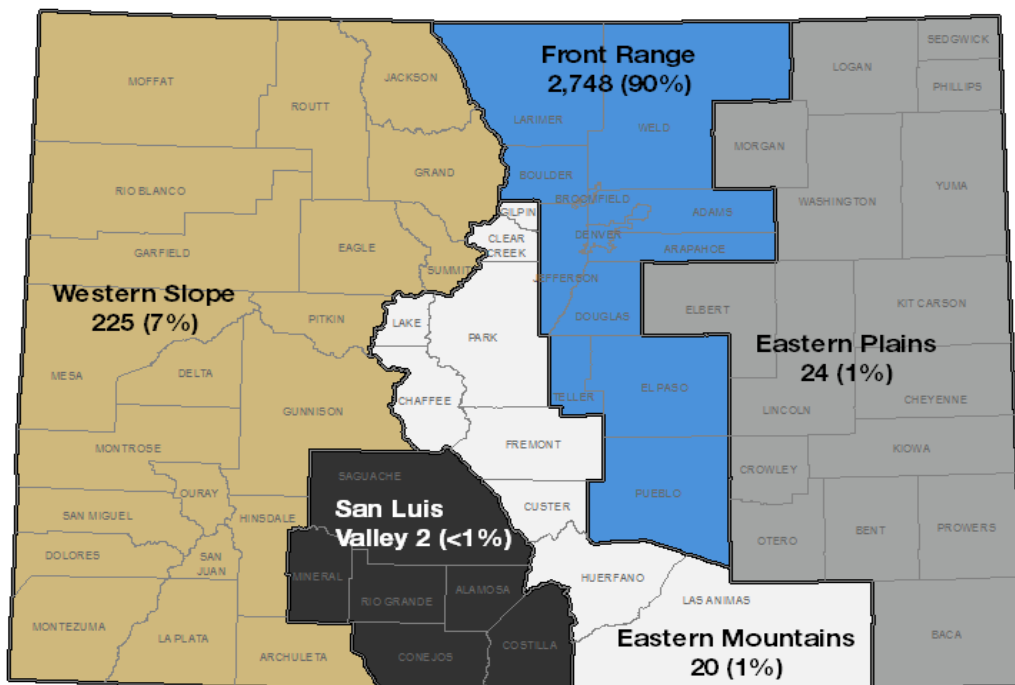


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of undergraduates registered with Office of Disability Services*	1,260	1,288	1,260	1,254	1,270
Percent of all undergraduates	5.0%	5.0%	5.0%	5.0%	5.2%

\* Estimate based on information provided by the CU Boulder Office of Disability Services. Includes degree-seeking and non-degree seeking students.

## University of Colorado Boulder New Resident Freshmen, Fall 2012 Home Region

(Based on County at Time of Admission, End-of-Term Enrollment)



Unknown: 46 (2%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	20	1%
Eastern Plains	4%	24	1%
Front Range	81%	2,748	90%
San Luis Valley	1%	2	0.1%
Western Slope	9%	225	7%
unknown	4%	46	2%
<b>Total</b>	<b>100%</b>	<b>3,065</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

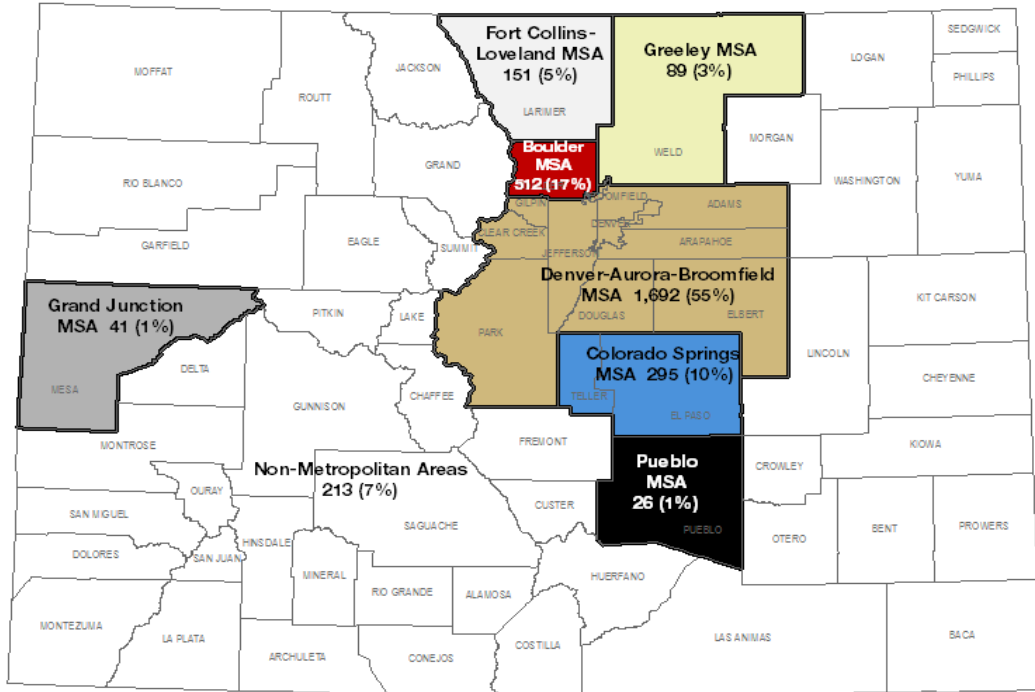
State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013)

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.



**University of Colorado Boulder  
New Resident Freshmen, Fall 2012  
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County at Time of Admission, End-of-Term Enrollment)



MSA=Metropolitan Statistical Area

Unknown: 46 (2%)

Metro Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	512	17%
Colorado Springs MSA	13%	295	10%
Denver-Aurora-Broomfield MSA	49%	1,692	55%
Fort Collins-Loveland MSA	5%	151	5%
Grand Junction MSA	3%	41	1%
Greeley MSA	4%	89	3%
Pueblo MSA	3%	26	1%
Non-Metro	12%	213	7%
unknown	4%	46	2%
<b>Total</b>	<b>100%</b>	<b>3,065</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

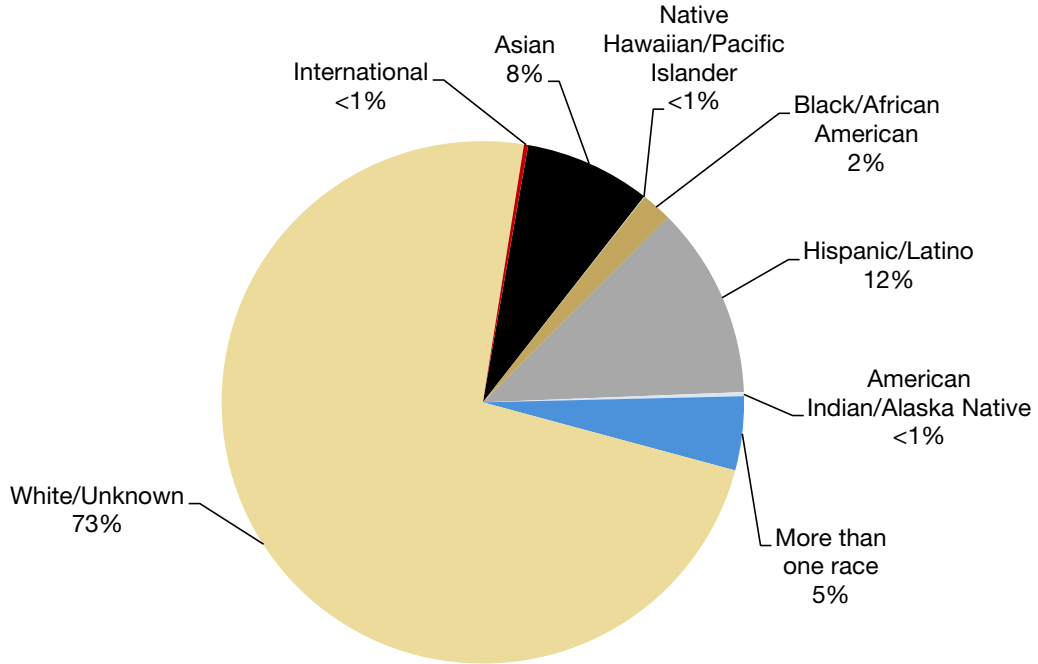
Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Boulder**  
**New Resident Freshmen by Race/Ethnicity, Fall 2012**  
 (End-of-Term Enrollment)

Total=3,065

Minority Total = 810 (26%)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2012 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

## **University of Colorado Boulder Faculty and Staff Diversity**

Data provided by the CU-Boulder Office of Planning, Budget, and Analysis  
[www.colorado.edu/pba/ia/](http://www.colorado.edu/pba/ia/)

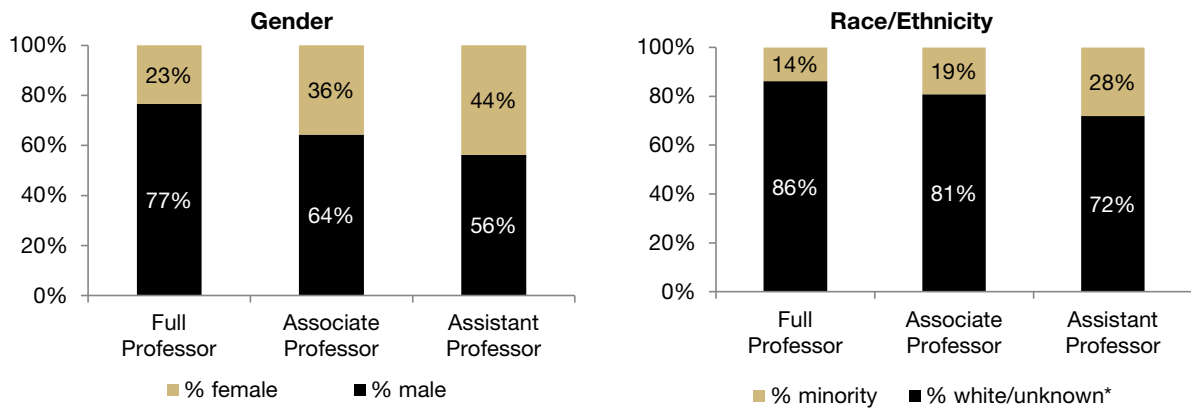
**University of Colorado Boulder**  
**Full-Time Faculty and Staff, Fall 2012**

	Total	Female		Male		Minority		Ethnicity/Citizenship								
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	More than one race	White	Unknown	Inter- national
<b>Faculty</b>	<b>1,996</b>	<b>710</b>	<b>36%</b>	<b>1,286</b>	<b>64%</b>	<b>310</b>	<b>17%</b>	<b>27</b>	<b>8</b>	<b>176</b>	<b>-</b>	<b>96</b>	<b>3</b>	<b>1,405</b>	<b>101</b>	<b>180</b>
Instructional Faculty	1,387	514	37%	873	63%	233	17%	23	7	130	-	71	2	1,059	70	25
Tenured/Tenure Track	1,075	350	33%	725	67%	202	19%	20	7	114	-	59	2	802	53	18
Full Professor	449	105	23%	344	77%	62	14%	4	2	34	-	22	-	375	10	2
Associate Professor	356	127	36%	229	64%	68	19%	7	2	38	-	21	-	263	23	2
Assistant Professor	270	118	44%	152	56%	72	28%	9	3	42	-	16	2	164	20	14
Non-Tenure Track	312	164	53%	148	47%	31	10%	3	-	16	-	12	-	257	17	7
Instructor/Sr. Instructor	312	164	53%	148	47%	31	10%	3	-	16	-	12	-	257	17	7
Research Faculty	609	196	32%	413	68%	77	17%	4	1	46	-	25	1	346	31	155
<b>Staff</b>	<b>3,797</b>	<b>1,944</b>	<b>51%</b>	<b>1,853</b>	<b>49%</b>	<b>872</b>	<b>23%</b>	<b>91</b>	<b>21</b>	<b>252</b>	<b>7</b>	<b>481</b>	<b>20</b>	<b>2,717</b>	<b>181</b>	<b>27</b>
Officers	25	8	32%	17	68%	3	12%	2	-	-	-	1	-	20	2	-
With Faculty Status	20	5	25%	15	75%	3	15%	2	-	-	-	1	-	16	1	-
Without Faculty Status	5	3	60%	2	40%	-	0%	-	-	-	-	-	-	4	1	-
Management/Other Professionals/Support Staff	3,772	1,936	51%	1,836	49%	869	23%	89	21	252	7	480	20	2,697	179	27
With Faculty Status	829	345	42%	484	58%	90	11%	8	5	40	1	33	3	675	42	22
Exempt Professionals	1,075	640	60%	435	40%	196	18%	44	8	58	4	76	6	811	63	5
Classified Staff	1,868	951	51%	917	49%	583	31%	37	8	154	2	371	11	1,211	74	-
<b>Faculty/Staff Total</b>	<b>5,793</b>	<b>2,654</b>	<b>46%</b>	<b>3,139</b>	<b>54%</b>	<b>1,182</b>	<b>21%</b>	<b>118</b>	<b>29</b>	<b>428</b>	<b>7</b>	<b>577</b>	<b>23</b>	<b>4,122</b>	<b>282</b>	<b>207</b>

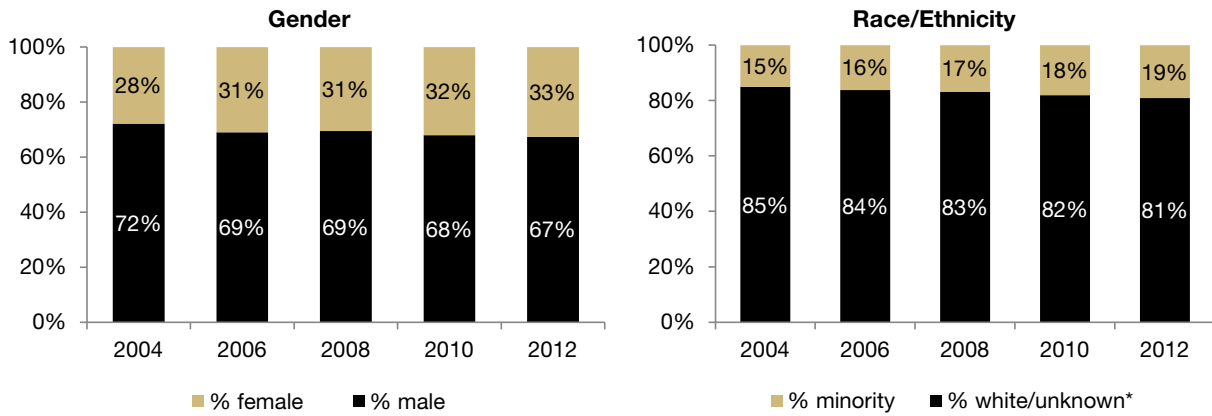
Notes: Includes all employees reported for IPEDS EAP for Fall 2012. Excludes student and other temporary employees.  
Individuals with active and paid leave appointments with known salary including all TTT status, instructor/sr. instructor status with 50%+ total time, and all others with 100% time as of Nov. 1, 2012.  
Minority total includes multi-racial and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.

# University of Colorado Boulder

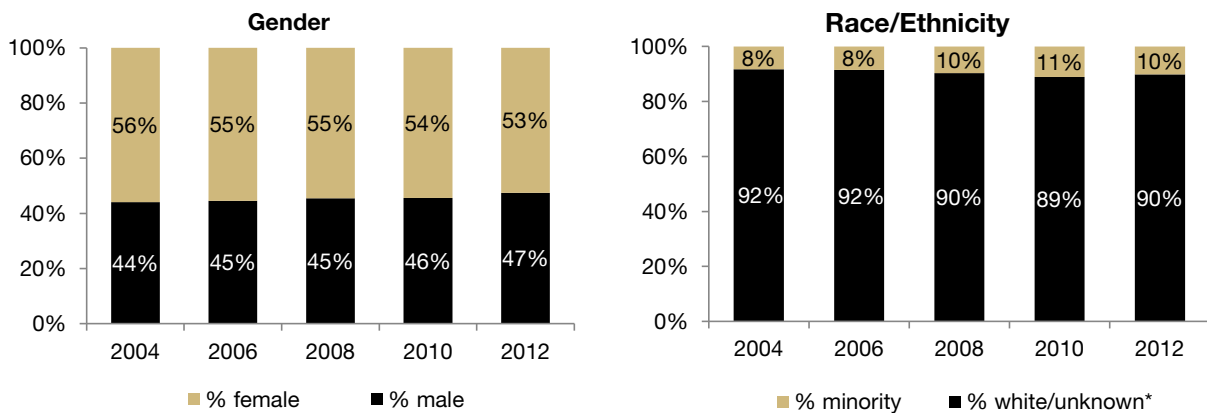
## Regular Instructional Faculty, Fall 2012 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2004 - Fall 2012 Tenured/Tenure Track Faculty All Ranks Combined

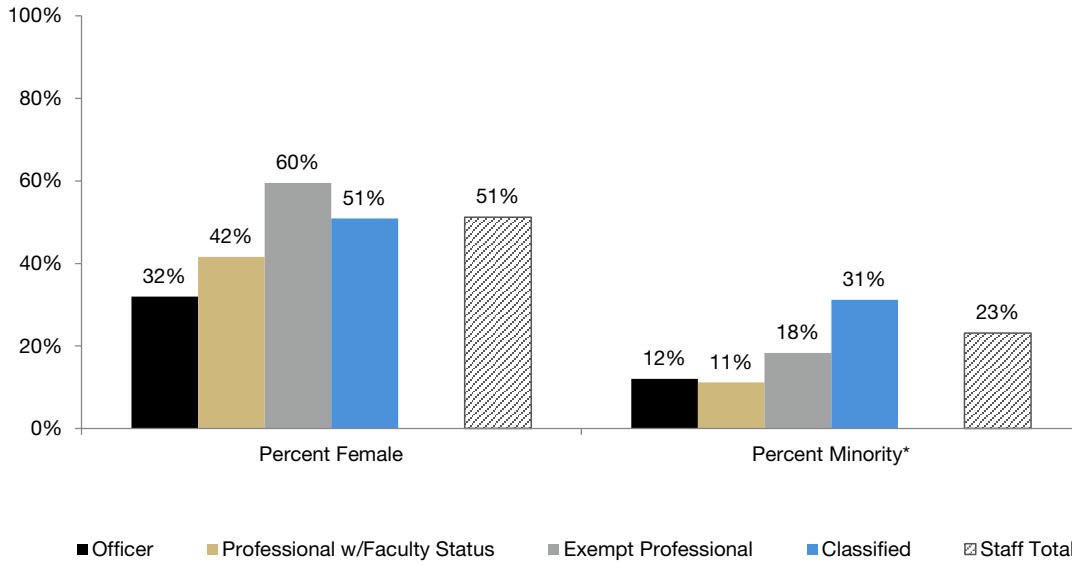


## Non-Tenure Track Faculty Instructors and Senior Instructors Combined



\* Percent minority and percent white/unknown calculations exclude international faculty.

**University of Colorado Boulder  
Staff Diversity, Fall 2012**



\* Percent minority calculations exclude international staff

**University of Colorado Colorado Springs**

**2012-2013 Report on Diversity**

As the UCCS student body steadily increases in size, it is also becoming ever more diverse. In this environment, it is critical that the university evolves and grows with foresight and consideration. Our engagement with these concerns caused diversity and inclusiveness strategies to be incorporated not only under the diversity goal, but throughout the 2020 UCCS Strategic Plan: in the values of excellence, in three of the strategic goals, and an array of strategic actions. The UCCS Diversity Summit 2013 held in April 2013 was an opportunity to share best practices, but also to attend to the ways the university must broadly address diversity and inclusiveness in order to meet the university's long-term goals.

### **Supporting inclusive student success from enrollment to graduation**

As undergraduate student enrollment at UCCS continues to grow, the undergraduate population is also becoming more diverse. This has been a robust trend over the past three years.

This is a result of more finely tuned outreach and marketing efforts, including targeted television marketing in the Front Range. Enrollment also is fed by the development of specific pipelines within the UCCS Pre-Collegiate Development Program serving first-generation college students and other programs. For example, the Pre-Collegiate program has expanded outreach in Pueblo, resulting in the participation of ninety students from Pueblo high schools and middle schools. Workshops and academic classes are being at Pueblo Central, parallel to the on-campus Pre-Collegiate programs. 75% of the students in the Pueblo program are students of color, which is about 30% higher than the UCCS Pre-Collegiate program taken as a whole.

Another major initiative is the SoColo Reach program funded through a FIPSE grant in which UCCS leads a consortium of ten public universities and colleges in the Southern part of Colorado. Each campus in the consortium was charged with developing bridge programs and concurrent classes to reach students with academic promise who have not committed to pursuing higher education. The program is designed to increase participation by engendering a college-going culture at the high school level. UCCS partnered with Harrison School District 2 to create a summer academic fitness course followed by two concurrent classes taught by UCCS faculty in the Fall and Spring terms. One of the participants in the program was recently featured in the local newspaper when she was accepted to 27 colleges, including two Ivy League schools. Other students struggled to keep pace with college-level work but persisted in the program and progressed towards being college-ready and college-motivated.

UCCS recognizes that attracting new freshmen is only the first step toward college success. Seeing students return for their sophomore year and progressing to graduation requires focused and holistic support. In addition, to effective academic advising, the Office of the First Year Experience is now providing Success Coaches for students who need focused encouragement and support, particularly those who are "pre-major." Pre-majors include students who have not decided on a major and pre-professional students (students who want to pursue a professional degree but are not yet admitted to the professional schools, i.e. pre-engineering, pre-nursing, pre-business). While this program is not designated for minority students, students of color are more likely to be in the "pre-major" category. In Fall 2012, 32% of all freshmen were students of color, but they comprised 36% of Pre-engineering, 41% of pre-business, and 36% of undecided majors. In Spring 2013, the Success Coaches (former high



school counselors) reached out to about one third of all freshmen, connecting them with appropriate academic and social support systems on campus. This program will be expanded significantly in the coming year with the addition of two more full-time Success Coaches and the involvement of MOSAIC and LGBT Resource Center personnel.

### **Preparing CU students for a diverse world—curricula, competencies, experiences**

The educational value of diversity is only realized when one engages meaningfully with people of contrasting backgrounds and perspectives. This is not likely in communities that are too homogeneous in terms of background and thought or in communities in which diversity leads to the segmentation of isolated subgroups rather than broad and robust interaction. Opening students to bigger and more complex ways of understanding the world is central to university education and is incompatible with narrow dogmatism of any sort. This attitude is at the heart of the Freshman Seminar program at UCCS, a class that is team-taught by faculty members and professional staff from a broad range of disciplines and social backgrounds. The topic of the seminar, whether it be baseball, the mating game or the American Dream, is less important than helping students learn to go beyond their own personal opinions to appreciate the foundations of critical inquiry and evidence-based reasoning. This requires self-clarification as well as learning from perspectives that may be at odds with one's beliefs. At this point the Freshman Seminar is not required, but enrolls 75% of the incoming freshman. It is currently being reconfigured as a "gateway" course that will be required of all incoming freshman.

Learning and dialogue must also be fostered throughout the academic community to benefit from diversity of thought. This is encouraged through the breadth of academic disciplines, but also through the array of academic projects in dialogue with each other. For example, at UCCS, the Matrix Center for the Advancement of Social Equity and Inclusion and the Center for the Study of Government and the Individual, share administrative staff and cosponsor events, even though they may represent quite different perspectives. Within the Spring Semester, the Center for Religious Diversity in Public Life hosted a dialogue with Jim Daly, the head of the Focus on the Family, and, in cooperation with the LGBT Resource Center, had another event with Pastor Wes Mullins from the Pikes Peak Metropolitan Community Church which is committed to serving LGBT Christians.

Based on the goals adopted by the faculty in 2011, the general education task force developed a curricular framework in discussion with the faculty and colleges. This framework includes diversity as a component to be integrated at each level of general education from the first year gateway class to capstone experiences. Diversity is not envisioned as a separate set of classes, but as an element of the courses included in the core curricula for each college. The general education framework was approved with the support of 84% of the faculty who voted in Fall 2012 ballot. The Provost convened a phase three working committee to implement the new general education curriculum over the next few years.

General education provides a common foundation in diversity for students in all of the colleges, but there are many opportunities for students to go into much greater depth within their majors and professional training. In some cases, this is built into the accreditation standards for professional schools. In other arenas, diversity courses are

also a component of major requirements. Within the English major, for example, one of seven different courses must be taken to satisfy the diversity area, and these same courses count for the college diversity requirement. The curriculum for introductory rhetoric and writing courses taken by most UCCS students to satisfy writing requirements incorporates significant attention to multicultural approaches to reading and writing. With a focus on ability as a critical element of diversity, the College of Education is developing a degree program that addresses the needs of children of different abilities within a comprehensive approach to inclusive early childhood education. Departments such as Women's and Ethnic Studies (WEST) and Sociology maintain an ongoing focus on diversity and inclusiveness within their programs. WEST administers two scholarship competitions (Rosa Parks and Cesar Chavez) open to all students with a focus on diversity issues.

Global and multicultural competencies are valued learning outcomes identified in the 2020 UCCS Strategic Plan. The creation of a new, campus-wide Office of International Affairs (OIA) is providing support for the flow of students into UCCS from other parts of the world and for UCCS students traveling abroad. A subcommittee of the UCCS Internationalization Task Force is developing strategies and activities to promote global competency among UCCS students, faculty and staff through the university curriculum and co-curriculum. To complement the work of the OIA, UCCS is developing an academic center supporting research and pedagogy to focus on the intersections of global and multicultural concerns. This is a result of participating in the American Council on Education initiative on this theme: At Home in the World.

### **Fostering inclusive campus life and community engagement**

Fostering an inclusive campus climate requires the capacity to address the conflicts and problems that arise while working proactively to provide programs that acknowledge distinct perspectives and create opportunities to learn from diversity. This entails widespread involvement in the classroom, in programming and in campus life. The MOSAIC Center continues to play an important role for students of color and this was strengthened with the hiring of a full time manager for the LGBT Resource Center at MOSAIC. Student Life and Leadership reinforces the value of inclusiveness in the training and support of student organizations and student employees, including the Student Government Association (SGA), Greek Life and student staff that work for the department. This is also reflected in the diverse backgrounds and perspectives evident within these organizations and within this student employment group. The Office of Student Activities (OSA) provides engaging academic programs and entertainment events that target a wide variety of student interests ranging from first-time freshman to returning military veterans and their family members.

Our student inclusiveness survey found that students believe diversity and inclusiveness should be emphasized within classroom settings and in campus life. Most also believe that UCCS delivers on these values, though challenges are ongoing. Based on the inclusiveness survey, the Inclusive Campus Action Team (ICAT) recommended a set of additional steps to the Chancellor's Leadership Team, including a comprehensive review of challenges for people with disabilities and continued efforts to encourage dialogue and mutual learning among students from distinct ideological and religious perspectives.

UCCS is an important institutional leader within Colorado Springs and Southern Colorado. Our role in the community was recognized this year with the “Steady and Strong” award from the Colorado Springs Diversity Forum. This reflects partnerships originating across campus with schools, community organizations, business associations and local government.

**Assuring inclusive professional environments for faculty, staff, and students**

Diversity and inclusiveness initiatives at UCCS emphasize the close collaboration of faculty members and staff in supporting the educational experience of students. The perspectives and experience of staff are often quite distinct from that of faculty and vice versa. This can lead to misunderstandings, offering a shaky foundation for supporting inclusiveness. For this reason, it is critical to engage staff and faculty in initiatives with common purpose and mutual respect. The April 18, UCCS Diversity Summit 2013 exemplified how this may be done, with the incorporation of presentations and workshops by faculty, staff and community members. Topics ranged from principles of teaching and learning in multicultural society to academic persistence in STEM fields to health literacy.

An inclusive professional environment also requires clearly communicated policies and response mechanisms protecting against discrimination and harassment. In 2012, policies and practices were clarified and made more consistent within an overarching UCCS discrimination and harassment policy. The Office of Discrimination and Harassment was reinforced and coordinated closely with the Inclusive Campus Action Team, and other support offices. Fliers were distributed to all staff and faculty emphasizing the proactive development of inclusiveness and also listing the array of resources available for problem-solving and for formal complaints.

This year the LGBT Resource Center within MOSAIC (Multicultural Office for Student Access, Inclusion, and Community) reached a new stage of development with the hiring of a full-time manager. She strengthened programming and outreach to LGBT students and to the student body in general. Safe Zone trainings were regularly offered for student leaders, staff, and faculty. In the tradition of MOSAIC, LGBT support is closely coordinated with other student support offices and with the faculty PRIDE committee.

The Teaching and Learning Center at UCCS was restructured as a more comprehensive Faculty Resource Center (FRC) supporting the broad scope of faculty development in coordination with the colleges. The FRC is coordinating with the Faculty Minority Affairs Committee to identify new faculty needs and support inclusiveness.

The robust growth of UCCS student enrollment is spurring investment in faculty and staff positions. The Chancellor underlines the value of increasing the diversity of the staff and faculty to reflect of our student body and community. This message is reinforced within academic colleges and support units across campus. The Associate Vice Chancellor for Diversity will collaborate with the new Director of Human Resources, the Provost and the Deans to support inclusive recruitment.

### **Quantitative Highlights for UCCS Diversity Report—2013**

- Robust growth in undergraduate headcount at UCCS in the past year (+6.2%) includes an even larger increase in the number of minority students (+15.9%).
- 26% of undergraduates are students of color, compared to 24% last year and 22% the year before that. The ethnic diversity of Colorado resident freshmen is even greater with 32% students of color.
- 18% of UCCS baccalaureate degrees were awarded to minority students.
- Graduate student enrollment on the whole declined by 1.2%, but minority student enrollment increased by 5.4%.
- 32% of UCCS undergraduates are eligible for Pell grants for low-income students. 46% of baccalaureate degrees awarded in 2012 were to Pell eligible students
- Freshman retention rates as a whole decreased to 66% among all first time freshmen. The retention rate for minority students was slightly higher than this at 67%.
- The 46% six-year graduation rate for minority first-time students who entered in 2006 was much improved over last year when only 29% of the 2005 cohort had graduated within six years.
- The proportion of tenure track minority faculty/academic staff improved by one percentage point to 15%, including 20% of all assistant professors at UCCS.



University of Colorado  
Colorado Springs

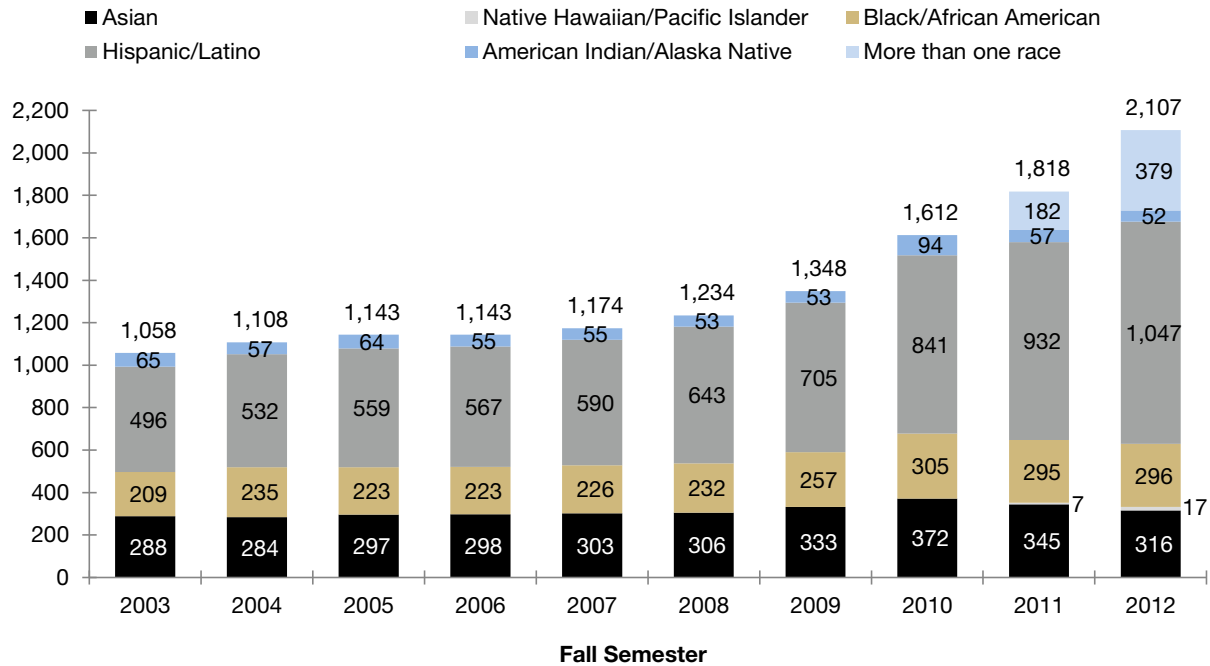
## **University of Colorado Colorado Springs Diversity Data**

Data provided by the UCCS Office of Institutional Research  
<http://www.uccs.edu/~ir/>

**University of Colorado Colorado Springs  
Student Diversity**

Data provided by the UCCS Office of Institutional Research  
<http://www.uccs.edu/~ir/>

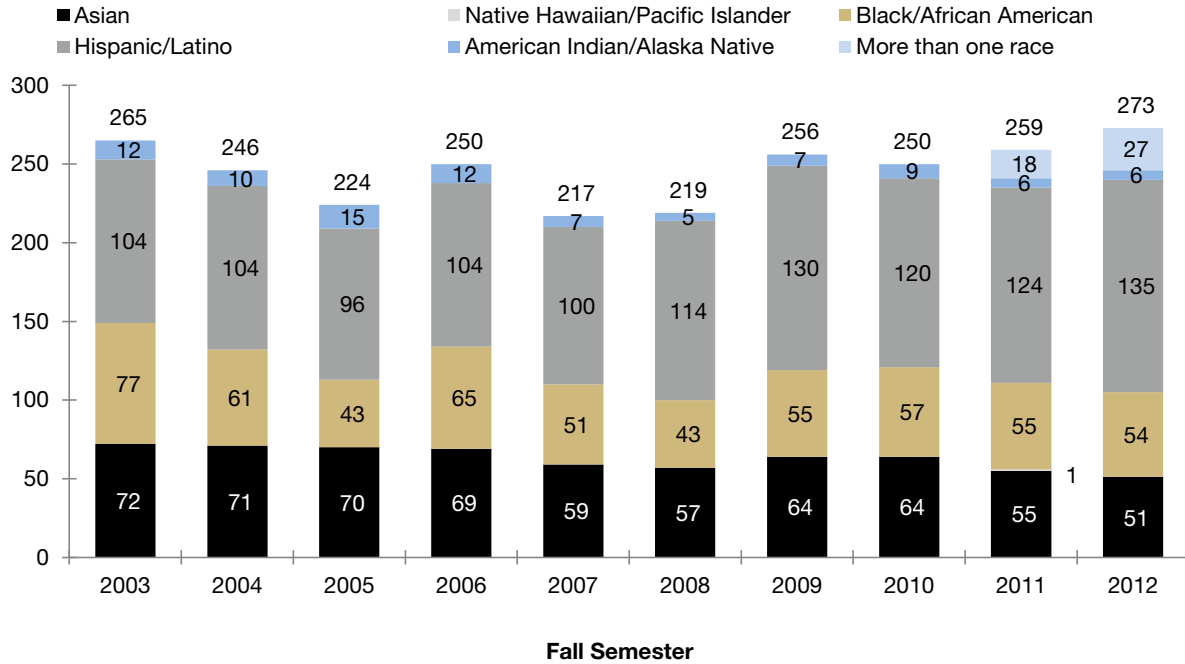
## University of Colorado Colorado Springs Undergraduate Fall Headcount Enrollment by Race/Ethnicity



Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	288	284	297	298	303	306	333	372	345	316
Native Hawaiian/Pacific Islander									7	17
Black/African American	209	235	223	223	226	232	257	305	295	296
Hispanic/Latino	496	532	559	567	590	643	705	841	932	1,047
American Indian/Alaska Native	65	57	64	55	55	53	53	94	57	52
More than one race									182	379
White/Unknown	4,793	4,872	4,955	4,938	5,032	5,235	5,392	5,522	5,836	6,018
International	24	25	21	22	28	29	30	37	42	46
<b>Total Enrollment</b>	<b>5,875</b>	<b>6,005</b>	<b>6,119</b>	<b>6,103</b>	<b>6,234</b>	<b>6,498</b>	<b>6,770</b>	<b>7,171</b>	<b>7,696</b>	<b>8,171</b>
Minority Total	1,058	1,108	1,143	1,143	1,174	1,234	1,348	1,612	1,818	2,107
Minority as % of Total	18%	18%	19%	19%	19%	19%	20%	22%	24%	26%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

## University of Colorado Colorado Springs Graduate Fall Headcount Enrollment by Race/Ethnicity

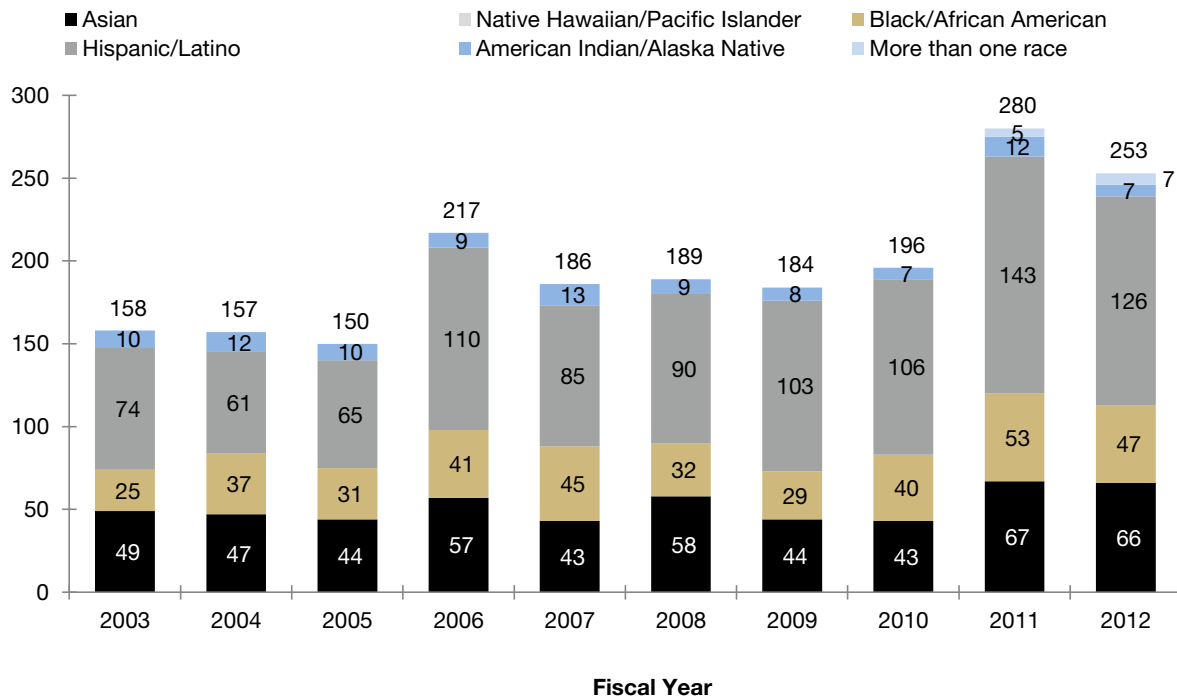


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	72	71	70	69	59	57	64	64	55	51
Native Hawaiian/Pacific Islander									1	-
Black/African American	77	61	43	65	51	43	55	57	55	54
Hispanic/Latino	104	104	96	104	100	114	130	120	124	135
American Indian/Alaska Native	12	10	15	12	7	5	7	9	6	6
More than one race									18	27
White/Unknown	1,426	1,337	1,196	1,166	1,218	1,249	1,415	1,419	1,301	1,244
International	54	41	28	28	24	23	23	52	65	89
<b>Total Enrollment</b>	<b>1,745</b>	<b>1,624</b>	<b>1,448</b>	<b>1,444</b>	<b>1,459</b>	<b>1,491</b>	<b>1,694</b>	<b>1,721</b>	<b>1,625</b>	<b>1,606</b>
Minority Total	265	246	224	250	217	219	256	250	259	273
Minority as % of Total	15%	15%	15%	17%	15%	15%	15%	15%	16%	17%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."



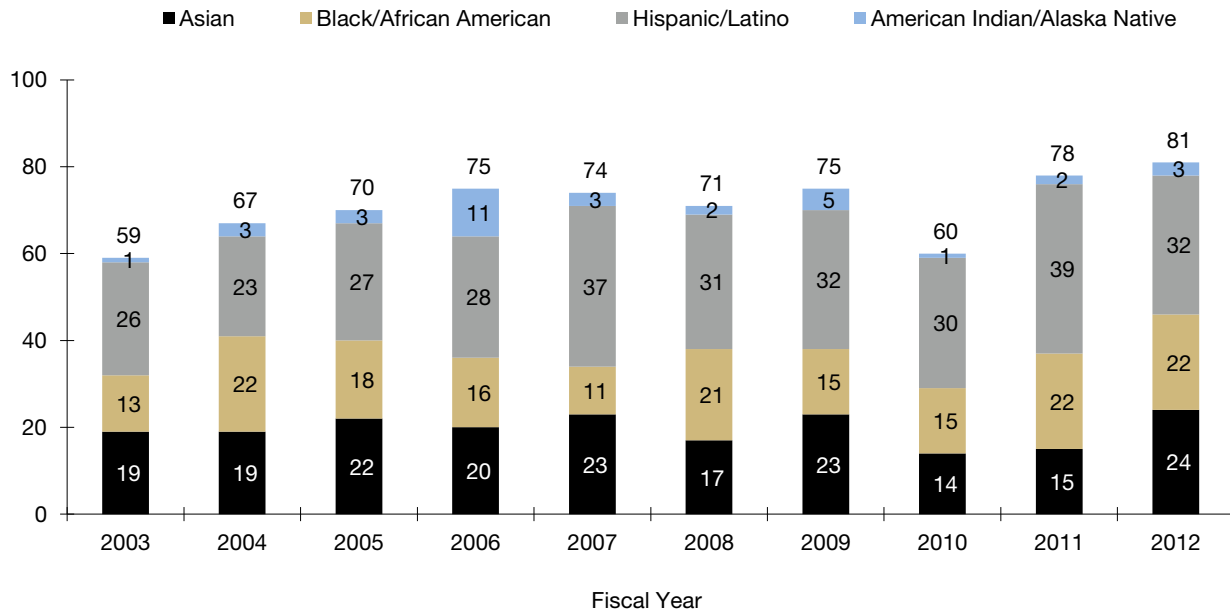
## University of Colorado Colorado Springs Baccalaureate Degrees Awarded by Race/Ethnicity



Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	49	47	44	57	43	58	44	43	67	66
Native Hawaiian/Pacific Islander									-	-
Black/African American	25	37	31	41	45	32	29	40	53	47
Hispanic/Latino	74	61	65	110	85	90	103	106	143	126
American Indian/Alaska Native	10	12	10	9	13	9	8	7	12	7
More than one race									5	7
White/Unknown	732	843	869	918	926	976	1,037	1,028	1,042	1,145
International	5	6	7	7	4	1	4	4	5	7
<b>Total Degrees Awarded</b>	<b>895</b>	<b>1,006</b>	<b>1,026</b>	<b>1,142</b>	<b>1,116</b>	<b>1,166</b>	<b>1,225</b>	<b>1,228</b>	<b>1,327</b>	<b>1,405</b>
Minority Total	158	157	150	217	186	189	184	196	280	253
Minority as % of Total	18%	16%	15%	19%	17%	16%	15%	16%	21%	18%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

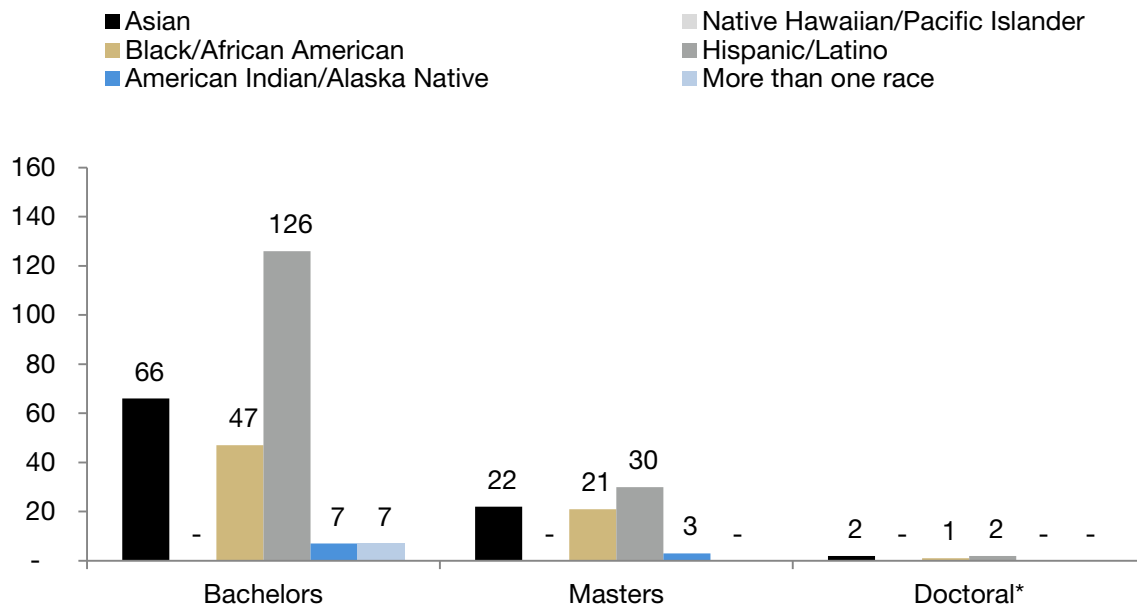
## University of Colorado Colorado Springs Graduate Degrees Awarded by Race/Ethnicity



Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	19	19	22	20	23	17	23	14	15	24
Native Hawaiian/Pacific Islander									-	-
Black/African American	13	22	18	16	11	21	15	15	22	22
Hispanic/Latino	26	23	27	28	37	31	32	30	39	32
American Indian/Alaska Native	1	3	3	11	3	2	5	1	2	3
More than one race									-	-
White/Unknown	382	475	460	413	416	423	459	451	465	424
International	24	24	24	13	10	9	7	2	6	11
<b>Total Degrees Awarded</b>	<b>465</b>	<b>566</b>	<b>554</b>	<b>501</b>	<b>500</b>	<b>503</b>	<b>541</b>	<b>513</b>	<b>549</b>	<b>516</b>
Minority Total	59	67	70	75	74	71	75	60	78	81
Minority as % of Total	13%	12%	13%	15%	15%	14%	14%	12%	14%	16%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

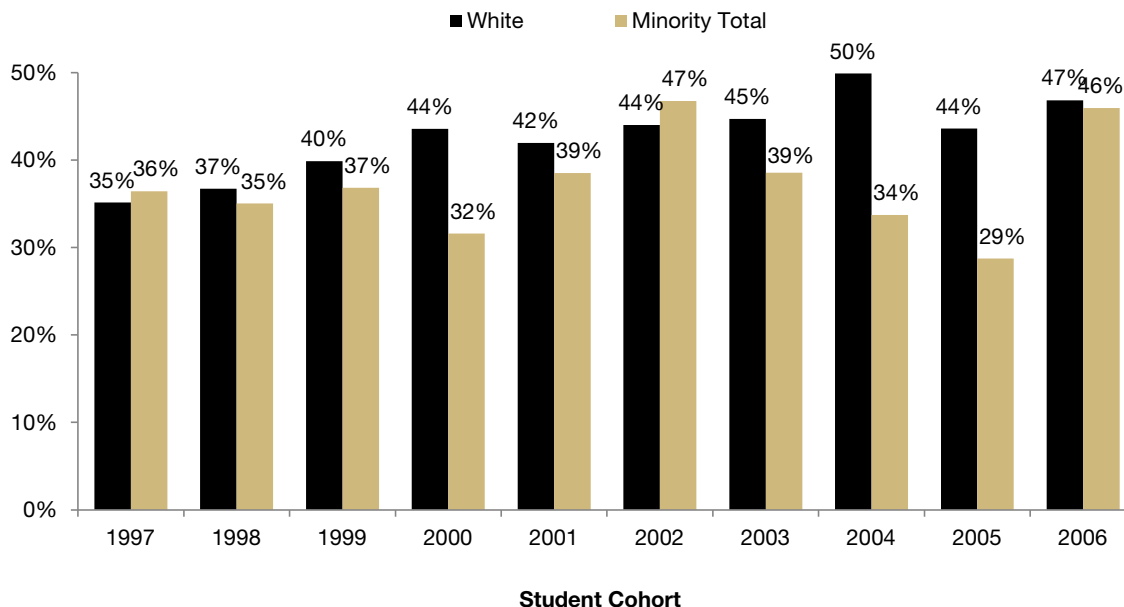
**University of Colorado Colorado Springs  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2012**



Race/Ethnicity	Bachelors	Masters	Doctoral*	Total
Asian	66	22	2	90
Native Hawaiian/Pacific Islander	-	-	-	-
Black/African American	47	21	1	69
Hispanic/Latino	126	30	2	158
American Indian/Alaska Native	7	3	-	10
More than one race	7	-	-	7
White/Unknown	1,145	414	10	1,569
International	7	10	1	18
<b>Total Degrees Awarded</b>	<b>1,405</b>	<b>500</b>	<b>16</b>	<b>1,921</b>
<b>Minority Total</b>	<b>253</b>	<b>76</b>	<b>5</b>	<b>334</b>

\*Doctoral includes PhD and DNP.

## University of Colorado Colorado Springs Undergraduate Six-Year Graduation Rates by Race/Ethnicity

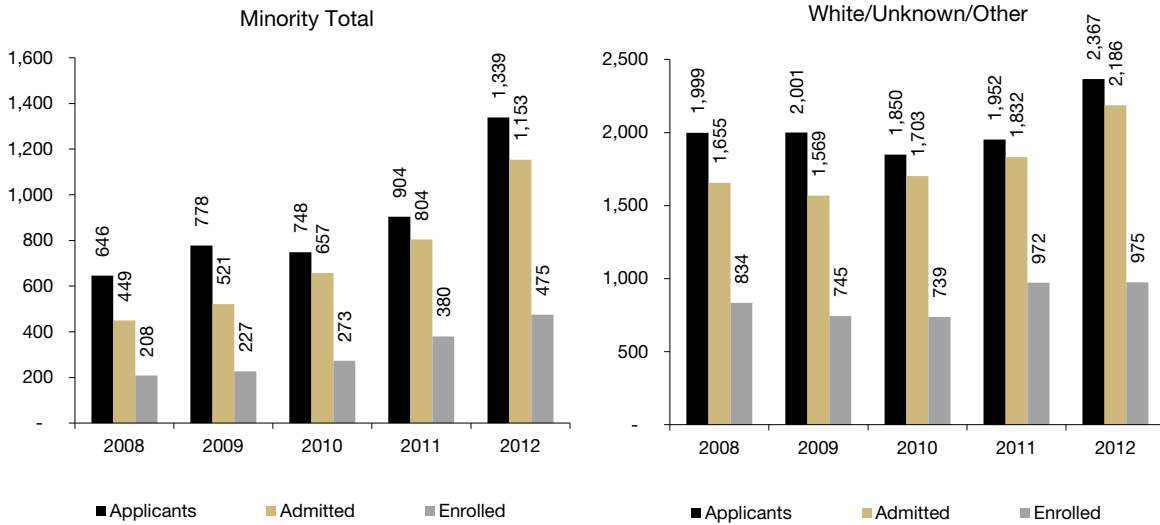


Undergraduate Cohort*	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	29	33	41	41	50	43	39	44	42	46
Black/African American	24	19	29	27	17	26	24	34	28	29
Hispanic/Latino	39	58	77	60	61	65	71	76	89	93
American Indian/Alaska Native	4	7	5	8	7	5	6	9	8	6
White	421	509	544	560	567	670	673	703	745	698
Unknown	18	17	21	35	35	35	40	30	42	49
International	6	3	2	3	4	6	4	2	3	2
<b>Total</b>	<b>541</b>	<b>646</b>	<b>719</b>	<b>734</b>	<b>741</b>	<b>850</b>	<b>857</b>	<b>898</b>	<b>957</b>	<b>923</b>
Minority Total	96	117	152	136	135	139	140	163	167	174

Six-Year Graduation Rate	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	34%	39%	49%	32%	32%	53%	33%	39%	31%	43%
Black/African American	50%	32%	38%	22%	41%	46%	50%	15%	36%	34%
Hispanic/Latino	31%	33%	31%	38%	41%	43%	41%	42%	27%	52%
American Indian/Alaska Native	25%	43%	20%	13%	57%	40%	0%	11%	13%	33%
White	35%	37%	40%	44%	42%	44%	45%	50%	44%	47%
Unknown	33%	35%	29%	40%	34%	49%	25%	27%	60%	39%
International	33%	0%	50%	67%	50%	67%	75%	0%	67%	0%
<b>Total</b>	<b>35%</b>	<b>36%</b>	<b>39%</b>	<b>41%</b>	<b>41%</b>	<b>45%</b>	<b>43%</b>	<b>46%</b>	<b>42%</b>	<b>46%</b>
Minority Total	36%	35%	37%	32%	39%	47%	39%	34%	29%	46%

\* Cohorts include first-time first-year full-time students entering in the Fall semester.

## University of Colorado Colorado Springs Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity



**Asian**

Fall Term	Applicants	Admitted	Enrolled
2007	133	96	64
2008	134	100	51
2009	168	122	61
2010	146	133	44
2011	113	102	60
2012	124	118	50

**Native Hawaiian/Pacific Islander**

Fall Term	Applicants	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	4	4	2
2012	8	8	4

**Black/African American**

Fall Term	Applicants	Admitted	Enrolled
2007	123	73	36
2008	136	88	37
2009	172	92	31
2010	129	109	44
2011	123	98	51
2012	166	124	43

**Hispanic/Latino**

Fall Term	Applicants	Admitted	Enrolled
2007	291	204	111
2008	348	243	111
2009	409	288	126
2010	412	364	166
2011	487	434	179
2012	782	675	244

**American Indian/Alaska Native**

Fall Term	Applicants	Admitted	Enrolled
2007	17	10	6
2008	28	18	9
2009	29	19	9
2010	61	51	19
2011	15	12	7
2012	9	7	3

**More than one race**

Fall Term	Applicants	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	162	154	81
2012	250	221	131

**White/Unknown/Other**

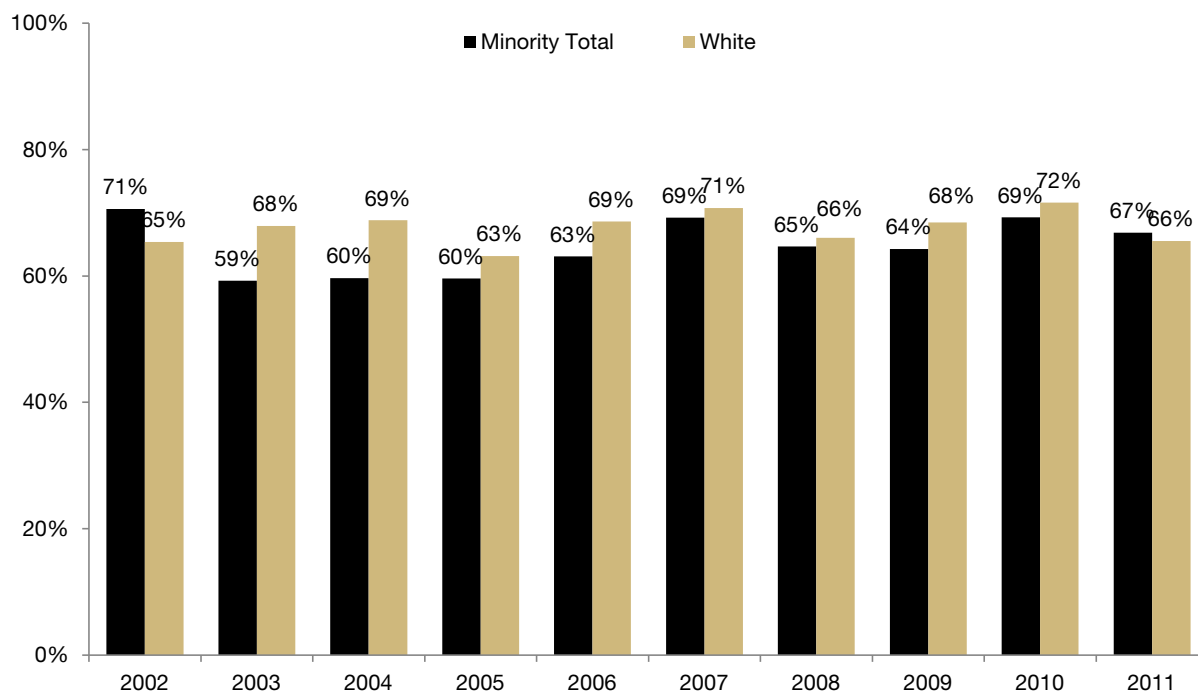
Fall Term	Applicants	Admitted	Enrolled
2007	1,722	1,338	714
2008	1,999	1,655	834
2009	2,001	1,569	745
2010	1,850	1,703	739
2011	1,952	1,832	972
2012	2,367	2,186	975

**Total**

Fall Term	Applicants	Admitted	Enrolled
2007	2,286	1,721	931
2008	2,645	2,104	1,042
2009	2,779	2,090	972
2010	2,598	2,360	1,012
2011	2,856	2,636	1,352
2012	3,706	3,339	1,450

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

## University of Colorado Colorado Springs 1-Year Freshman Retention Rates by Race/Ethnicity

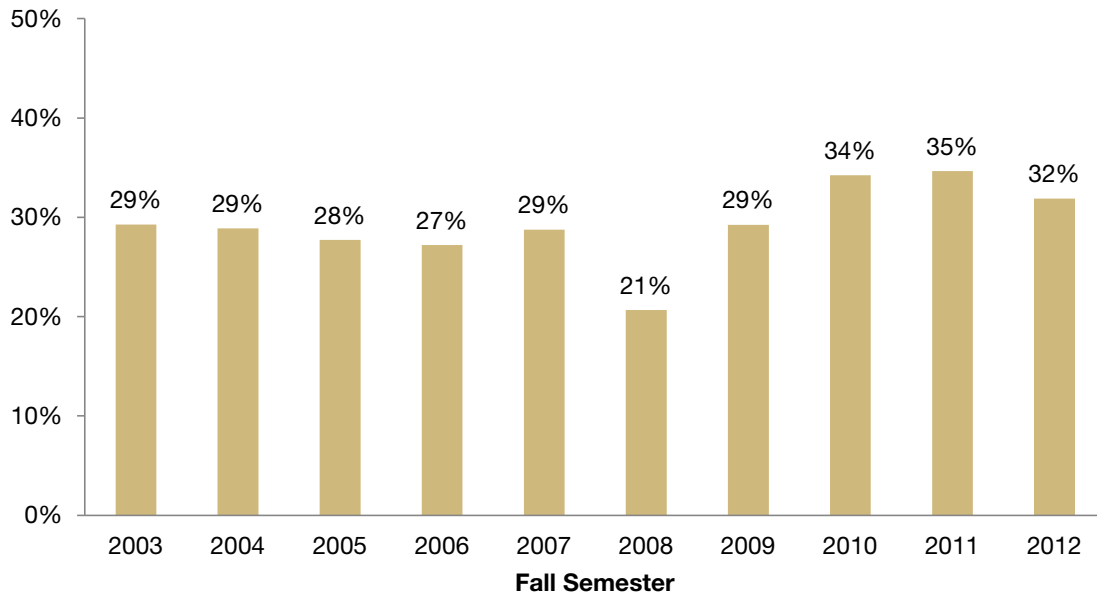


**First-Year Student Cohort**

First-year Cohort	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	48	44	49	46	52	70	56	65	44	60
Native Hawaiian/Pacific Islander										2
Black/African American	26	25	37	34	36	39	39	36	39	51
Hispanic/Latino	73	81	85	98	100	119	126	138	184	179
American Indian/Alaska Native	6	7	10	10	7	6	11	10	9	7
White	722	714	750	790	752	725	871	783	821	925
Other/Unknown	38	43	31	45	43	50	52	61	19	38
International	6	4	2	3	6	4	3	4	7	9
<b>Total</b>	<b>919</b>	<b>918</b>	<b>964</b>	<b>1,026</b>	<b>996</b>	<b>1,013</b>	<b>1,158</b>	<b>1,097</b>	<b>1,156</b>	<b>1,352</b>
Minority Total	153	157	181	188	195	234	232	249	309	380

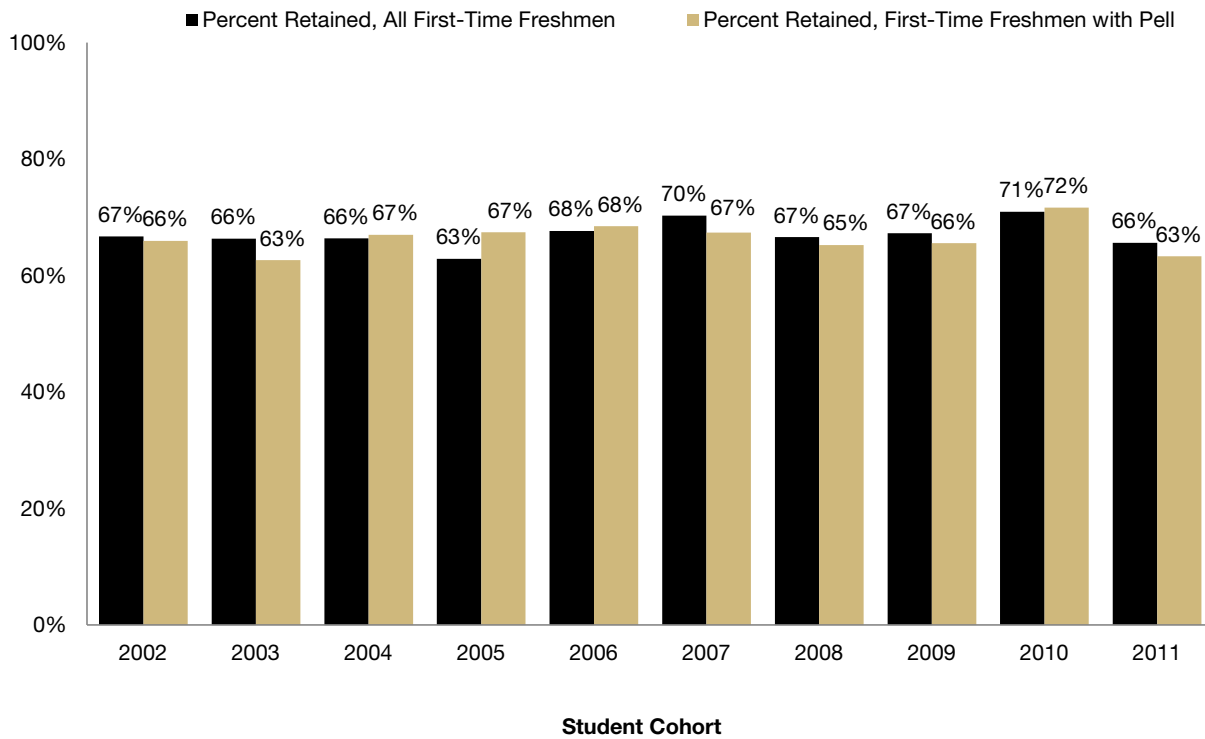
Percent Enrolled One Year Later	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	67%	61%	55%	72%	58%	70%	71%	75%	82%	82%
Native Hawaiian/Pacific Islander										50%
Black/African American	77%	56%	54%	65%	58%	69%	67%	56%	56%	57%
Hispanic/Latino	73%	60%	64%	54%	66%	69%	60%	62%	68%	66%
American Indian/Alaska Native	50%	43%	70%	40%	86%	67%	73%	60%	78%	57%
White	65%	68%	69%	63%	69%	71%	66%	68%	72%	66%
Other/Unknown	74%	63%	45%	69%	67%	68%	85%	62%	68%	58%
International	83%	100%	100%	100%	100%	75%	67%	100%	71%	56%
<b>Total</b>	<b>67%</b>	<b>66%</b>	<b>66%</b>	<b>63%</b>	<b>68%</b>	<b>70%</b>	<b>67%</b>	<b>67%</b>	<b>71%</b>	<b>66%</b>
Minority Total	71%	59%	60%	60%	63%	69%	65%	64%	69%	67%

**University of Colorado Colorado Springs  
Fall Enrollment of Pell Grant Recipients  
(Percent of Undergraduate Enrollment)**



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total UG Pell recipients enrolled	1,719	1,735	1,696	1,661	1,793	1,343	1,980	2,455	2,668	2,604
% of Total UG Enrollment	29%	29%	28%	27%	29%	21%	29%	34%	35%	32%

## University of Colorado Colorado Springs 1-Year Retention Rates of Freshman Pell Grant Recipients



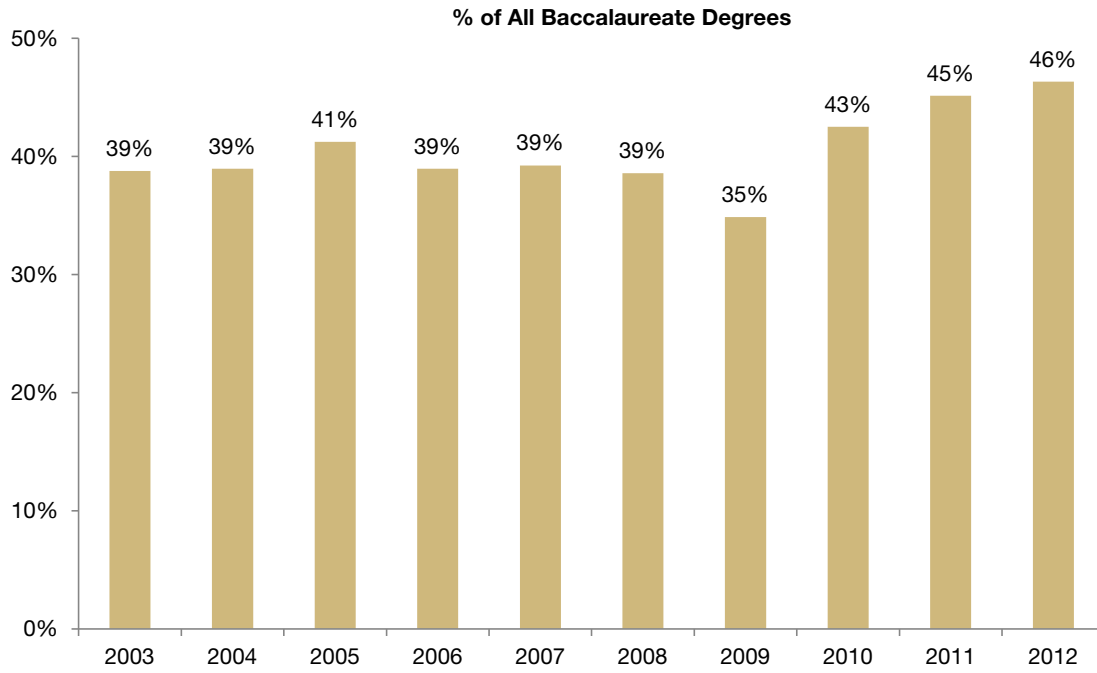
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
First-Year Student Cohorts*	185	198	221	215	219	230	236	296	339	433
Number Retained**	122	124	148	145	150	155	154	194	243	274
Pell	66%	63%	67%	67%	68%	67%	65%	66%	72%	63%
Percent Retained, All First-Time Freshmen	67%	66%	66%	63%	68%	70%	67%	67%	71%	66%

\* First-Time freshmen (FRF, FRO, FRN) w/Pell entering Fall term

\*\*Number enrolled in subsequent fall



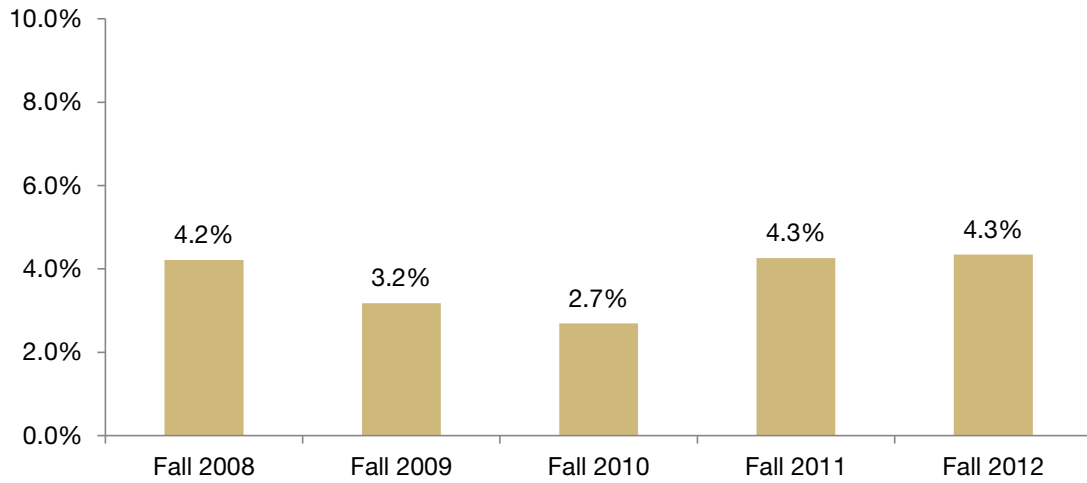
**University of Colorado Colorado Springs  
Baccalaureate Degrees Granted to Pell Grant Recipients**



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Baccalaureate Degrees Awarded to Pell Recipients*	347	392	423	445	438	450	427	522	599	651
Degrees	39%	39%	41%	39%	39%	39%	35%	43%	45%	46%

## University of Colorado Colorado Springs Enrollment of Students with Disabilities

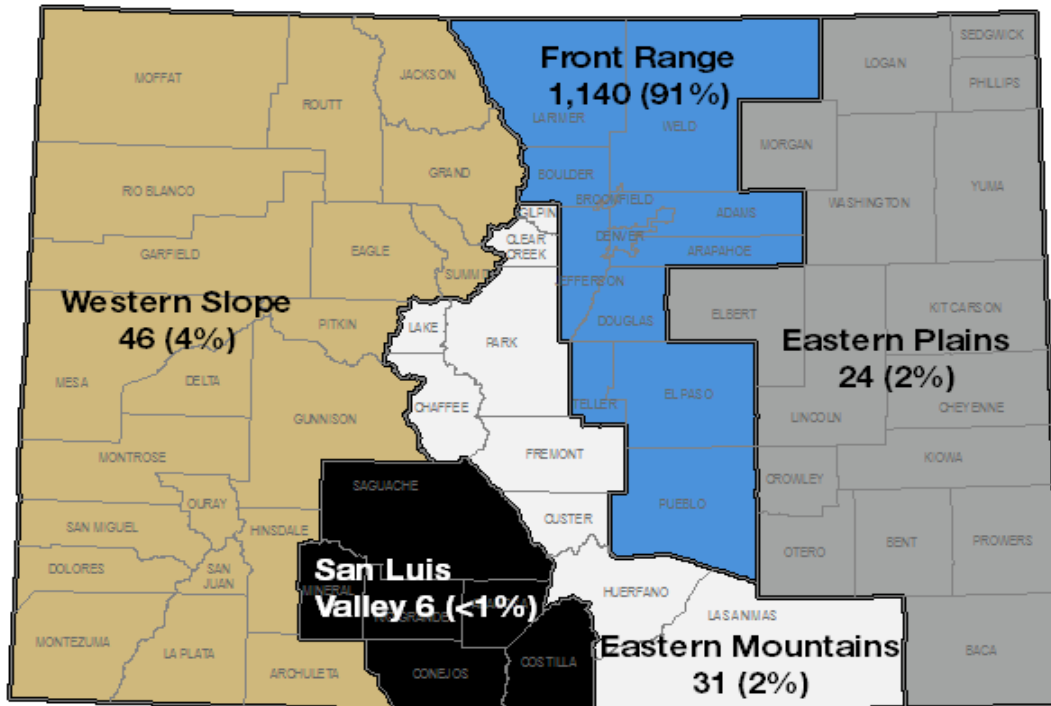
Undergraduate Students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates



	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of undergraduates registered with Office of Disability Services	274	215	193	328
Percent of all undergraduates	4.2%	3.2%	2.7%	4.3%

**University of Colorado Colorado Springs  
New Resident Freshmen, Fall 2012  
Home Region**

(Based on County of Origin, End-of-Term Enrollment)



Unknown: 12 (1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	31	2%
Eastern Plains	4%	24	2%
Front Range	81%	1,140	91%
San Luis Valley	1%	6	0.5%
Western Slope	9%	46	4%
unknown	4%	12	1%
<b>Total</b>	<b>100%</b>	<b>1,259</b>	<b>100%</b>

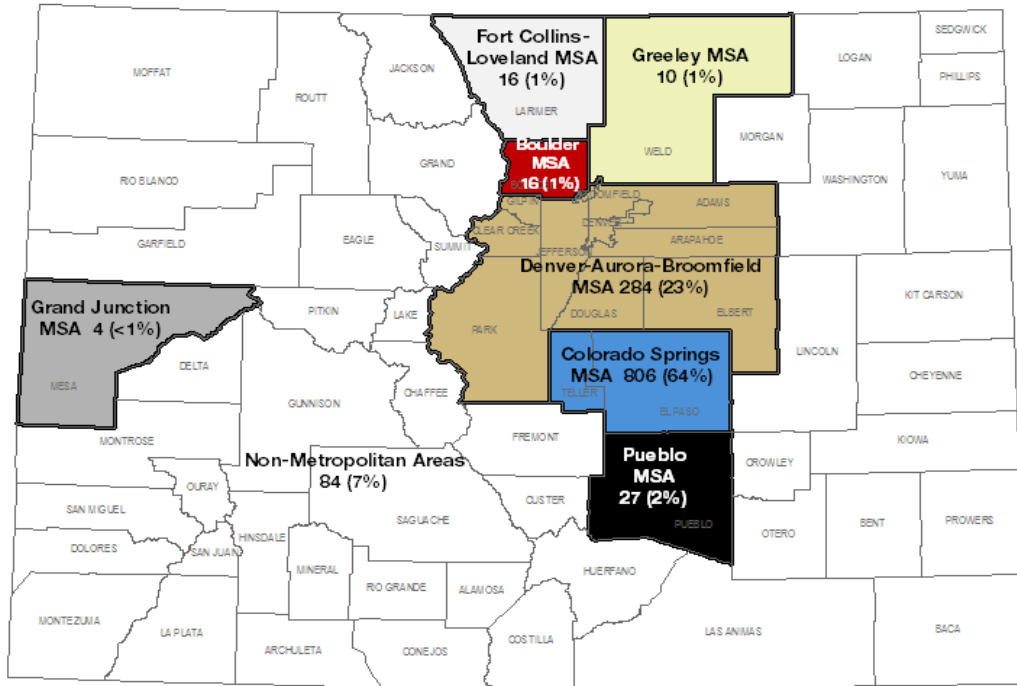
<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013)

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Colorado Springs  
New Resident Freshmen, Fall 2012  
Home Region: Metropolitan and Non-Metropolitan Areas**



Metro Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	16	1%
Colorado Springs MSA	13%	806	64%
Denver-Aurora-Broomfield MSA	49%	284	23%
Fort Collins-Loveland MSA	5%	16	1%
Grand Junction MSA	3%	4	0.3%
Greeley MSA	4%	10	1%
Pueblo MSA	3%	27	2%
Non-Metro	12%	84	7%
unknown	4%	12	1%
<b>Total</b>		<b>1,259</b>	<b>100%</b>

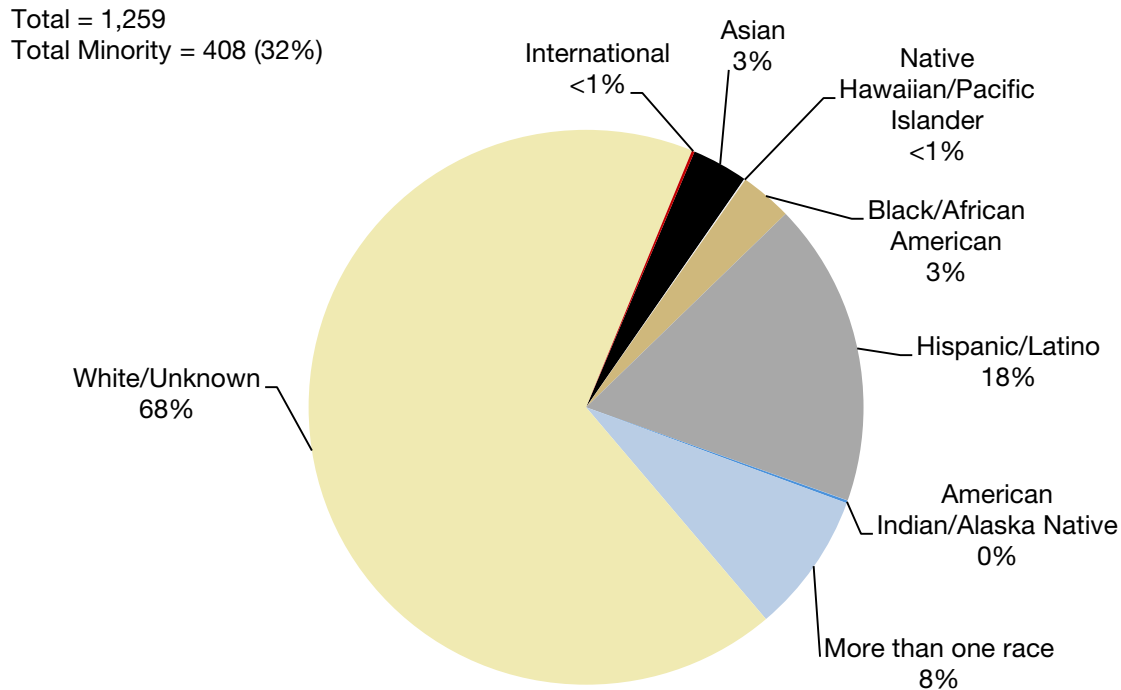
<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Colorado Springs**  
**New Resident Freshmen by Race/Ethnicity, Fall 2012**  
 (End-of-Term Enrollment)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."



University of Colorado  
Colorado Springs

**University of Colorado Colorado Springs  
Faculty and Staff Diversity**

Data provided by the UCCS Office of Institutional Research  
<http://www.uccs.edu/~ir/>

**University of Colorado Colorado Springs  
Full-Time Faculty and Staff, Fall 2012**

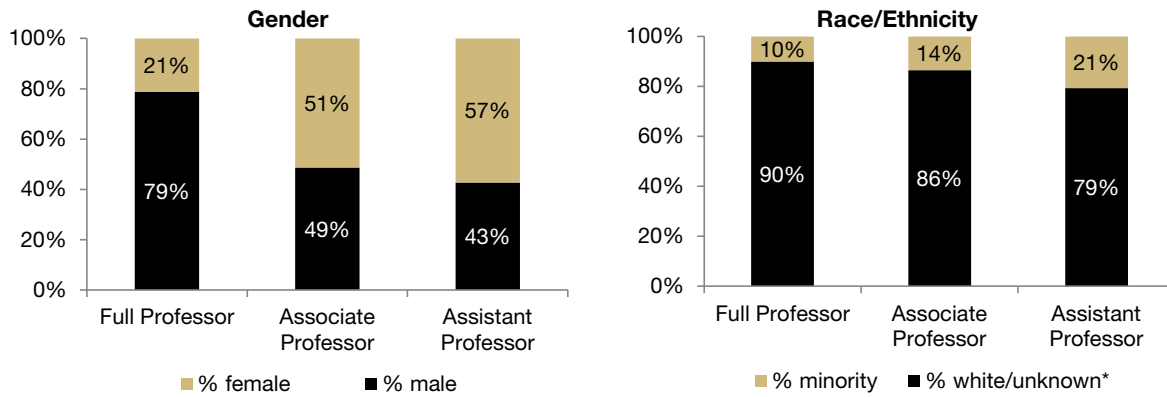
	Total	Female		Male		Minority		Ethnicity/Citizenship							
		#	%	#	%	#	%	American Black/ African American	Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	More than one Race	White	Unknown
<b>Faculty</b>	<b>430</b>	<b>229</b>	<b>53%</b>	<b>201</b>	<b>47%</b>	<b>54</b>	<b>13%</b>	<b>7</b>	<b>5</b>	<b>21</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>358</b>	<b>18</b>
Instructional Faculty	399	208	52%	191	48%	52	13%	7	5	20	-	20	-	329	18
Tenured/Tenure Track	236	102	43%	134	57%	35	15%	5	2	17	-	11	-	189	12
Full Professor	80	17	21%	63	79%	8	10%	1	-	4	-	3	-	71	1
Associate Professor	74	38	51%	36	49%	10	14%	2	2	3	-	3	-	61	3
Assistant Professor	82	47	57%	35	43%	17	21%	2	-	10	-	5	-	57	8
Non-Tenure Track	163	106	65%	57	35%	17	10%	2	3	3	-	9	-	140	6
Instructor/Sr. Instructor	163	106	65%	57	35%	17	10%	2	3	3	-	9	-	140	6
Research/Public Service Faculty	31	21	68%	10	32%	2	6%	-	-	1	-	1	-	29	-
<b>Staff</b>	<b>516</b>	<b>281</b>	<b>54%</b>	<b>235</b>	<b>46%</b>	<b>98</b>	<b>19%</b>	<b>26</b>	<b>4</b>	<b>12</b>	<b>1</b>	<b>55</b>	<b>-</b>	<b>409</b>	<b>9</b>
Officers	12	6	50%	6	50%	3	25%	-	-	2	-	1	-	9	-
With Faculty Status	3	1	33%	2	67%	1	33%	-	-	-	-	1	-	2	-
Without Faculty Status	9	5	56%	4	44%	2	22%	-	-	2	-	-	-	7	-
Management/Other Professionals/Support Staff	504	275	55%	229	45%	95	19%	26	4	10	1	54	-	400	9
With Faculty Status	5	2	40%	3	60%	1	20%	1	-	-	-	-	-	3	1
Exempt Professionals	293	183	62%	110	38%	43	15%	10	1	5	1	26	-	243	7
Classified Staff	206	90	44%	116	56%	51	25%	15	3	5	-	28	-	154	1
<b>Faculty/Staff Total</b>	<b>946</b>	<b>510</b>	<b>54%</b>	<b>436</b>	<b>46%</b>	<b>152</b>	<b>16%</b>	<b>33</b>	<b>9</b>	<b>33</b>	<b>1</b>	<b>76</b>	<b>-</b>	<b>767</b>	<b>27</b>

Notes: Includes all employees reported for IPEDS EAP for Fall 2012. Excludes student and other temporary employees.

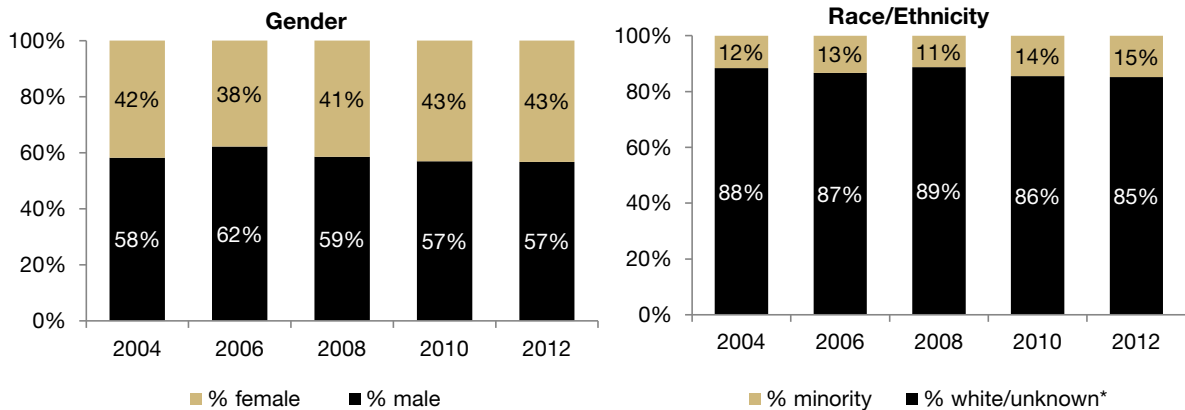
Minority total includes multi-racial and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.

# University of Colorado Colorado Springs

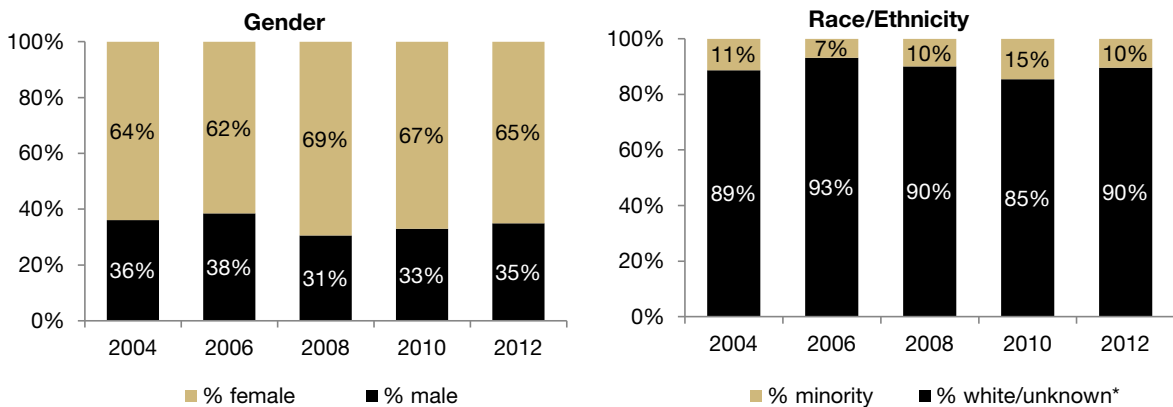
## Regular Instructional Faculty, Fall 2012 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2004 - Fall 2012 Tenured/Tenure Track Faculty All Ranks Combined



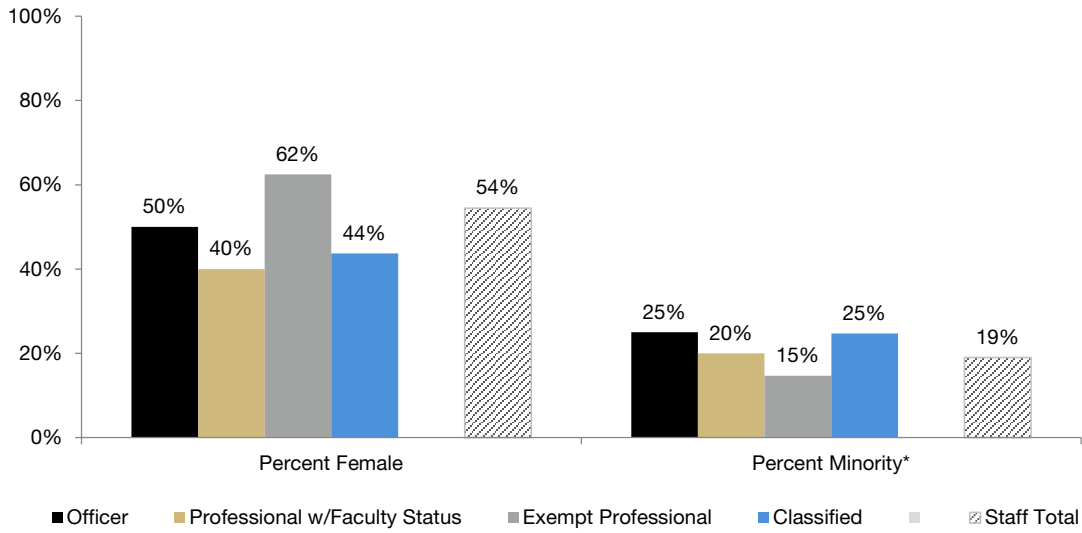
## Non-Tenure Track Faculty Instructors and Senior Instructors Combined



\* Percent minority and percent white/unknown calculations exclude international faculty.



**University of Colorado Colorado Springs  
Staff Diversity, Fall 2012**



\* Percent minority calculations exclude international staff



University of Colorado  
Denver | Anschutz Medical Campus

## **University of Colorado Denver | Anschutz Medical Campus**

### **2012-2013 Report on Diversity**

## A Strategic Approach to Diversity and Inclusion

Diversity and inclusion persists as a high priority at the University of Colorado Denver | Anschutz Medical Campus. This commitment is evident in the university's Strategic Plan 2008-2020, priority #5: **to enhance diversity university-wide and to foster a culture of inclusion**. Within this priority, diversity encompasses numerous aspects of identity, including gender, race, ethnicity, sexual orientation, ability status, veteran status, nationality, religion, and socioeconomic background. Goals and objectives of this priority address multiple elements of campus life, including recruiting and retaining diverse students, faculty, and staff; maintaining an institutional climate of inclusiveness, respect and understanding for everyone; and expanding community-based programs to reduce health and educational disparities. Helping the campus to achieve this priority is the primary responsibility of the Office of Diversity and Inclusion (ODI), where Dr. Brenda J. Allen (Professor of Communication and former Associate Dean in the College of Liberal Arts and Sciences) was hired as the Associate Vice Chancellor for Diversity and Inclusion in August 2012. The Office of Diversity and Inclusion is taking a strategic, systemic, and sustainable approach to achieving the diversity priority by collaborating with and supporting a wide range of offices, initiatives, and programs focusing on diversity and inclusion. This report provides an overview of some of those efforts.

The Office of Diversity and Inclusion oversees the Educational Opportunity Programs (EOP) Office on the Denver campus and the Office of Inclusion and Outreach (OIO) on the Anschutz Medical campus.

- **The Educational Opportunity Programs (EOP) Office** is a vital source for helping underrepresented students to persist, thrive, and graduate. EOP was established in 1969 for Black and Hispanic students, and later added programs for Asian American and American Indian students. EOP provides services: a) to support underrepresented students and b) to promote a diverse and inclusive campus for **all** students, faculty, and staff. For example, EOP offers orientation, holistic advising, scholarship information, cultural programs, leadership development, and advocacy.
- **The Office of Inclusion and Outreach (OIO)** serves students, faculty and staff at the Anschutz Medical Campus. Its mission is to promote and support a diverse community that acknowledges, values, fosters, and benefits from the unique qualities, rich histories, and wide variety of cultural values and beliefs that mirror and fulfill the university's mission of education, healthcare, research, and community service. OIO provides courses, workshops and events related to health care professions. Its programs span middle school, high school, undergraduate, and graduate levels.

## Campus Quantitative Highlights

- The proportion of undergraduate students of color at the combined Denver Campus and Anschutz Medical Campus has increased each year since 2005, and achieved a high of 34% in 2012.
- From 2005 through 2009, the percent of health professional students of color at the Anschutz Medical Campus remained steady at about 21%, with subsequent increases to 27% in 2012.
- The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 26% in 2011, while the number of degrees awarded to that group has increased in each year since 2006 to reach 525 in fiscal year 2011. In 2012, there was a slight decline in the number of degrees awarded to all students.
- The proportion of doctoral professional practice degrees conferred to students of color at the Anschutz Medical Campus has remained fairly consistent (19-21%) across the last 7 years, while the number peaked (100) in 2012.
- About two-thirds of the degrees awarded to Black, Hispanic, and more than one race students were at the baccalaureate level. Of the 636 degrees awarded at the doctoral level, 17% were conferred to students of color.
- We continued to see higher retention rates for students of color (75%) than for white students (67%) in 2011.
- The proportion of Pell grant recipients on the Denver Campus reached a high of 35% in Fall 2011 and Fall 2012. This is encouraging, as students receiving Pell grants tend to persist at higher rates than those who do not.
- For each cohort on the Denver Campus, the one-year retention rates are higher for those who received Pell grants compared to those who did not.
- The percentage of Denver Campus students receiving baccalaureate degrees who were Pell grant recipients reached a high of 47% in 2012.
- Over the last five fall semesters, the proportion of undergraduate students registered with the Office of Disability Services increased from 2.2% in Fall 2008 (when just the Denver Campus was included) to 5.5% in Fall 2012 (when both campuses were included). The latter represents 541 students from the combined Denver Campus and Anschutz Medical Campus.
- The numbers of students of color in the standard undergraduate cohort have been increasing since 2001. For the 2006 cohort, the six-year graduation rate for all students and students of color was the same: 45%.
- Since 2002, graduate students of color have consistently represented 12 to 13 percent of graduate enrollments at the combined Denver Campus and Anschutz Medical Campus and peaked at 14% in 2012.
- For Fall 2012, females comprise 50% or less of the assistant and associate professors and 26% of full professors. Compared to prior years, the percentages of faculty of color in the tenured/tenure track ranks are up for Fall 2012.
- The highest percentage of women was found in the “other” professional category, with a slightly lower percentage for those in the executive/administrative/managerial category.

## Campus Qualitative Highlights

### **Student Success**

Efforts to increase the retention rate and promote student success include providing services and addressing diversity across various social identity categories and their intersections. New and established programs and strategies have been implemented to improve the success of all students during the first year and throughout their academic careers. Such programs include:

- *TRiO Student Support Services (SSS)*: A federally funded program that supports up to 165 low income, first generation and disabled students in the achievement of their academic goals. Participants in the TRiO-SSS program have higher retention and six-year graduation rates than the total undergraduate population.
- *Women’s Resource Center*: The Women’s Resource Center provides resources, advocacy, services, and programs, which promote awareness of women’s issues and equality for all students. The WRC is a safe and nurturing space that enables women, especially underrepresented women, in the university community to thrive.
- *Office of Veteran Student Services*: represents Active Duty, Reservist, National Guard, Veteran and VA dependent students, and serves as a resource for students, faculty and staff by providing outreach and educational service. A newly appointed full-time director provides the leadership for program growth. The University of Colorado Denver | Anschutz Medical Campus was recognized by “G.I. Jobs” magazine as a “military friendly” university, committed to providing servicemen and women from all backgrounds with a high-quality education catered to their distinct needs. The university recently launched the “Boots to Suits” program that provides mentorships, internships and job opportunities to help veterans transition to a civilian career.
- *The Office of Disability Resources and Services (DRS)* continues to expand the number of students served. Over the last five fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased.
- *Office of International Affairs*: is partnering with TRiO, EOP, and other offices to recruit students for study abroad and to assist them with acquiring scholarships. Thanks to their efforts, underrepresented students have received scholarships to travel to India, Morocco, Spain, China, Korea, and Tunisia.
- *Early Alert*: A web-based system allows faculty to identify students who are experiencing weak academic performance or who are struggling with participation. These students are referred to academic advisers who guide the students to appropriate resources.
- *Experiential Learning Center (ELC)*: serves students, faculty, employers, and community partners as a resource for learning opportunities that often encompass agencies that serve underrepresented populations or address social issues.
- *Campus Village Apartments*: Additional programming designed to help students transition to college life and to support academic success were implemented in 2009.
- *Supplemental Instruction (SI)*: The Learning Resource Center has developed partnerships with the Departments of Chemistry, Biology and Physics to offer SI for classes in these disciplines.

- *First-year Seminars:* The Denver First-Year Seminar courses are designed to support high school graduates transitioning to the university.
- *Writing/Math Centers:* The Writing Center and Online Math tutoring provide additional academic support for students seeking to address weaknesses in writing and/or mathematics.
- *Student Organizations:* Organizations focused on diversity issues make up almost over 30% of the total number of student organizations on campus. There are over 50 groups focused on some aspect of diversity.

### ***P-20 and Pipeline Initiatives***

*Pre-collegiate Programs.* Both campuses have continued their strong efforts in P-20 pipeline initiatives that provide pre-collegiate preparation programs for high school and middle school students. These programs include:

- *The CU Succeed Silver and Gold Programs* collaborate with more than 90 high schools in Colorado to offer students an opportunity to get a head start on their college careers by taking UC Denver courses for both high school and college credit, during the school day, at their high school.
- *Denver School of Science and Technology (DSST)* teachers collaborate with university faculty on instruction for math and science classes. Selected DSST students undertake projects at the university during the summer.
- *Saturday Academies (OIO)* is a program in which students from four middle schools from Denver Public School (Cole, Lake, Rishel, and Skinner) explore health science careers. The students have a 3.5 GPA or higher; 90% are minority, first-generation.
- *Health Professions Opportunity Day (hPod) (OIO):* seeks to lead a statewide collaboration for recruiting and retaining youth of color in the health professions by partnering with the Anschutz Medical Campus's Office of Inclusion and Outreach and the University of Colorado Denver's Center for Pre-Collegiate and Academic Outreach programs to provide pre-health profession seminars for over 250 diverse middle school and high school students from the Denver metro area.
- *The Denver Student Training in Research Science (STaRS) Program* supports partnerships between the University of Colorado, Colorado Clinical and Translational Sciences Institute and the Office of Inclusion and Outreach at the Anschutz Medical Campus. The program provides an opportunity for high school students in the junior or senior year from traditionally underrepresented backgrounds to explore careers and educational options in the areas of research, biomedicine, and clinical and translational sciences. Students from Denver East High School, DSST, and the Career Education Center Middle College of Denver participate in a series of lectures, trainings, mentoring opportunities and research experiences designed to broaden and encourage applications to undergraduate, medical and graduate school programs in the University of Colorado system.

### *Programs for Undergraduate Students*

- *BA/BS-MD Program.* To maintain a pipeline of diverse students in the health profession programs at the Anschutz Medical campus, the University of Colorado Denver's College of Liberal Arts and Sciences and the School of Medicine formed a BA/BS-MD program in 2010. This combined-degree

program offers students from a variety of academic, economic, geographical, and cultural backgrounds a continuous path to obtain a baccalaureate degree and a medical degree within eight years: four years of undergraduate work and four years of medical school. The program has attracted highly qualified students from broadly diverse backgrounds who are committed to serving the health care needs of Colorado. The School of Dental Medicine is developing a BA/BS-DDS program.

- *The Summer Bridge Program (EOP)* focuses on the success of incoming freshmen by providing them with the necessary skills to achieve their academic endeavors. Students are exposed to campus resources, college success strategies and participate in team building activities. By participating in this program, students connect with a support team that will assist them throughout their college careers.
- *The Undergraduate Pre-Health Program (UPP)* is a partnership between the Office of Inclusion and Outreach and Kaiser Permanente of Colorado. UPP provides a 13-month program which includes summer internships for undergraduate students interested in pursuing a career in healthcare. The program targets highly qualified students from historically underrepresented backgrounds. Since the program's inception in 2006, 100% of the participants have completed their undergraduate education and received college degrees. Of the eligible program graduates who applied to graduate and professional programs, 71% have matriculated into professional programs and 76% of those attend the Anschutz Medical Campus.
- *Graduate Experiences for Multicultural Students (GEMS)*. This program introduces undergraduate students from diverse and traditionally underrepresented groups to biomedical research career opportunities offered at the graduate level. Students enroll in a ten-week summer research internship course conducted by distinguished science faculty which consists of lectures, demonstrations, and laboratory research assignments.
- *The Undergraduate Laboratory Research Experience* program was established by the Colorado Clinical and Translational Sciences Institute in 2011 to provide undergraduate students with paid experiences in clinical or translational research laboratory settings at the Anschutz Medical Campus. The goal of the program is to increase diversity and inclusion in these research areas.
- *The Summer Undergraduate Minority Mentoring in Translational Science (SUMMiT)* program was established by the CCTSI in 2009, to bring together African American, Hispanic, and Native American undergraduate students in a collaborative series designed to enhance their summer research experience. A partnership with Dine College (the first tribal college in the United States) helps support the summer research program.
- *Community College Transfer Programs*. Many of the community colleges in the Denver metropolitan region serve a high proportion of students of color, and the Denver Campus has always been regarded as "transfer friendly" for students from these community colleges. Recent initiatives at both the Denver and the Anschutz Campus have enhanced this reputation for excellence. They include:
  - Partnerships between the College of Nursing and the Community College of Denver and the Community College of Aurora, to develop curricula that enable students from these community colleges to enter the final two years of the baccalaureate nursing program.
  - In Fall 2012, the Denver campus became involved with a statewide initiative known as: Credit When It's Due: Recognizing the Value of the Quality Associate Degree. This "reverse transfer" initiative targets students who

begin their college education at a community college but transfer to a four-year institution for a bachelor's degree before completing an associate degree. This partnership between community colleges and universities allows for the award of associate degrees to transfer students when the students complete the requirements for the associate degree while enrolled at the University.

- In Fall 2011 the Denver campus implemented the Denver Admission Promise Program, which guarantees admission for qualified students from community colleges in the front-range area into the baccalaureate programs at the Denver Campus. The CC to CU Denver Admission Promise is the first matriculation program of its kind in metro Denver.

### **Faculty and Staff Support and Development**

A variety of resources exist to recruit, retain, and advocate for underrepresented faculty. These include:

- The Faculty Assembly on the Downtown Campus has a Diversity Committee with four Subcommittees: Disabilities Committee; Gay Lesbian, Bisexual, Transgender, and Intersex Committee; Minority Affairs Committee; Women's Issues Committee.
- In 2013, the AVC for Diversity and Inclusion established a fund for which all faculty and staff are eligible to propose projects that aim to retain faculty of color (funded by the Chancellor, Provost, and CDO).
- The Denver campus has a Black Staff and Faculty Affinity Group which serves as a support group and provides cultural programming for the campus.
- President's Diversity Awards support traditional and innovative projects that enhance ethnic, cultural, and gender diversity among the University of Colorado's students.
- CU System Diversity and Excellence Grants (up to \$3,000) are designed to provide assistance for projects initiated by staff and/or faculty that promote diversity, inclusion and excellence on the campuses.
- The Faculty and Staff Multicultural Affairs Committee (FaSMAC) at the Anschutz Medical Campus addresses the concerns of multicultural faculty and staff. This committee assesses the cultural climate of the university as it pertains to opportunities for multicultural faculty and staff for academic advancement and productivity and offers recommendations for creating an academic environment that fosters the academic success of multicultural faculty and staff. Its charge also includes working to assure fairness in the recruitment and retention of multicultural faculty and staff and developing support networks and recommending policy.
- *The Office of Human Resources* continues to increase outreach to diverse prospective faculty and staff by increasing the university's presence at local job fairs, identifying additional opportunities to announce jobs on discipline specific listservs and other media, and establishing a social media presence. In addition, the department is exploring collaborative opportunities to engage in joint recruitment with other colleges and universities in Colorado. The retention of diverse faculty and staff is being addressed by introducing new management and communication training and reassessing the exit survey instrument and process.



## Teaching and Scholarship

At the Denver Campus, Ethnic Studies was approved to become a major, after having been the most popular minor in the College of Liberal Arts and Sciences. Cultural competency is also included as part of the curriculum of several graduate programs such as those offered by the School of Education and Human Development.

At the Anschutz Medical Campus, cultural competency is an integral part of courses in professionalism, as well as clinical experiences, in the health sciences programs. For example, the School of Medicine has developed the Culturally Effective Medicine Thread curriculum to help students understand the role of culture in health and healthcare disparities. Curricular efforts target physician-patient interaction and the role of culture in these interactions. The impact of these learning experiences is apparent in surveys that indicate that the majority of students in the MD program document education and exposure in cultural awareness, cultural competence and health disparities.

The Office of Diversity and Inclusion is compiling a resource list of faculty at both campuses whose scholarship, teaching, research, and/or creative work focuses on any aspect of diversity detailed in the university's strategic plan.

## Campus Climate

Throughout the year, numerous events focus on issues pertaining to diversity and inclusion in society and on the campuses of the university. For example:

- *Common Community R.E.A.D. (Research, Education, Activism and Diversity) Activity*: provides members of the campus a common reading experience as well as opportunities for community building and networking.
- *Colorado Leadership for Equity Advocacy and Discovering Social Justice (CO-LEADS)*: began as a collaborative effort to provide a vehicle for students to engage in dialogue and activities designed around topics of privilege, intersections of identity, and community engagement. CO-LEADS continues to expand to serve students from various institutions and to establish the CO-LEADS Student Summit as an annual state-wide event dedicated to social justice.
- *17<sup>th</sup> Annual Women's Leadership Conference*: featured interactive sessions and programs designed to address contemporary approaches to leadership inclusive of a more globalized perspective as well as women's approaches to leadership in the Western world.
- *Lunch with Lawmakers*: One of the featured guests was the newly-elected State Representative from Aurora's House District 41, Jovan Melton (D).

## Health Disparities

The university has an established record of serving traditionally underserved, rural or ethnic minority, and at-risk communities in Colorado and around the world, including:

- More than 3,500 clinical visits are provided annually through the College of Nursing's school-based clinic for children and families in the Sheridan School District 12, one of the poorest and most medically underserved in Colorado. The clinic provides pediatric, adult, midwifery, and mental health care.

- Several programs in the School of Dental Medicine provide clinical care to uninsured or underserved communities.
- Several centers within the School of Public Health have established tele-health and tele-education programs that have significantly enhanced the delivery of health care to Native Americans living in rural communities.
- Almost every county in rural Colorado is designated as a medically underserved area. The School of Medicine created the rural health track to increase the number of physicians who enter and remain in practice in rural Colorado.
- The School of Dental Medicine has a track for students, who upon obtaining licensure, are interested in practicing in rural areas in Colorado.
- The student and community counseling center in the Office of Student Affairs provides free and low-cost professional therapy to community members with a special focus on children and families in Denver Public Schools who have free access to 10 counseling sessions per year. Therapy takes place year-round, and is staffed by psychologists, professional psychotherapists, and graduate-level practicum students who are enrolled in the School of Education and Human Development.

### **Community Engagement**

The university strives to create partnerships in the community that reflect the needs and values of both the community and the university. To do this, the university relies on ongoing conversation and feedback, community liaisons, and mechanisms that insure the services it provides are truly needed and valued. Additionally, these connections allow the university to provide extraordinary learning experiences for students.

Examples include:

- *The Center for American Indian and Alaska Native Health* cultivates close ties with members of tribes in the United States. University representatives have visited many tribal reservations and hosted visits of tribal members to the university.
- *The Latino/a Research and Policy Center* conducts research, policy analysis, and disseminates information about Latinos in Colorado and the national Latino population. Faculty in several schools and colleges conduct research that focuses on the Latino community, including work with breast cancer detection and other health-related issues. The Latino/a Resource and Policy Center has recently been revamped with the hiring of a new director, Dr. Evelinn Borrayo, and has renewed its focus on health disparities.
- *The Colorado Clinical and Translational Sciences Institute* solicits and funds grant proposals that originate in the community and involve community members who act as liaisons between the community and the university. The institute has eleven liaisons representing seven communities with diverse geographic or ethnic constituents. The liaisons bring the issues from the community to the university and they communicate to the community on behalf of the university.
- *The Rocky Mountain Prevention Research Center* in the Colorado School of Public Health was awarded a five-year grant from the Centers for Disease Control to work with community partners to identify local health priorities in the San Luis Valley in southern Colorado. Researchers from the University of Colorado Denver have worked with this rural, low income, Latino, and non-Latino population—where 43 percent of middle school students are obese or overweight—on epidemiologic and health-promotion studies related to Type 2 diabetes for more than 20 years.

The university embraces the contributions that volunteer activities can bring to the overall education of its students. Many of its schools and colleges require student engagement with underserved communities as a requirement for graduation, including:

- Stop & Serve: was started in 2009 in an effort to engage students in a variety of service projects that directly impact local communities. This monthly event sponsored by the UC Denver Experiential Learning Center provides brief, on-campus volunteer opportunities for students to work on service projects focused on social issues.
- Each winter the university participates in the Giving Back Campaign in an effort to allow the campus community an opportunity to further engage with community interests. Faculty, staff and students select an organization of their choice for their volunteer efforts.
- At the Stout Street Clinic for the Homeless in Denver, the Skaggs School of Pharmacy serves as the pharmacy director, overseeing students who provide pharmacy services to hundreds of patients daily, including care clinics such as diabetes care management.
- Fall Fest/Spring Fling is an opportunity for a wide variety of student organizations to market their club and events to students on campus. Diverse student organizations promote their activities to those who may not otherwise know they exist.
- The Alternative Breaks program through the Experiential Learning Center exposes students to complex social and cultural issues through direct service, experiential learning, group discussion, and personal reflection. The vision is to transform students into advocates of social change on issues affecting our communities. Students from a wide variety of backgrounds participated in two trips this spring. **Trip A: American Indian Reservation. Trip B: Homelessness and Hunger.**
- Campus Volunteer Fair: each semester the Experiential Learning Center and CU Denver Student Life co-host the CU Denver Volunteer Fair to introduce students, faculty, and staff to local community-based organizations offering volunteer and internship positions.



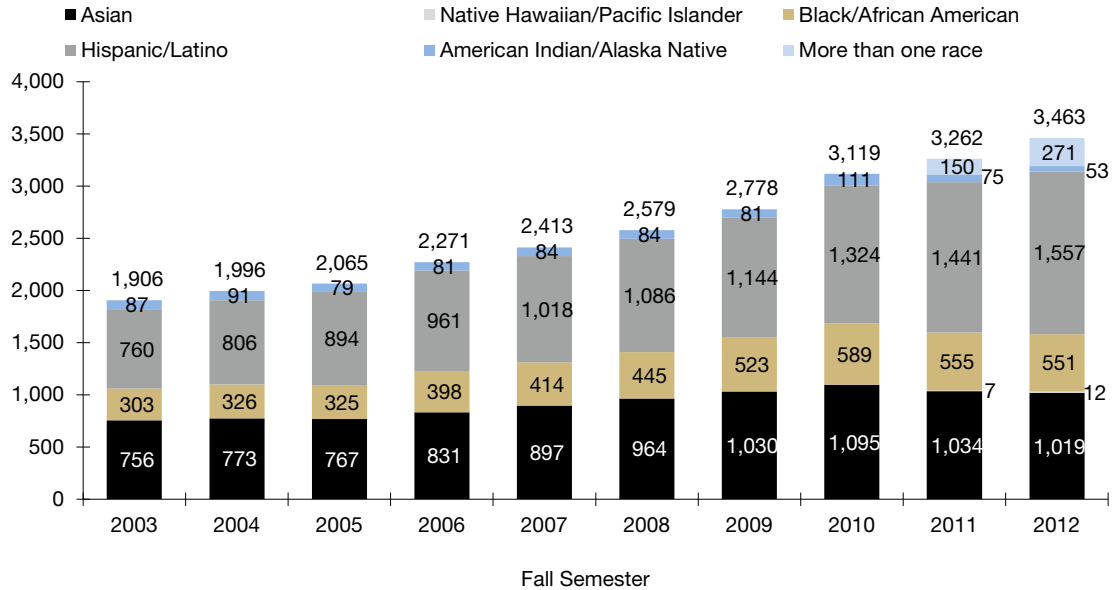
## **University of Colorado Denver | Anschutz Medical Campus Diversity Data**

Data provided by the CU Denver | Anschutz Medical Campus Office of Institutional Research and Effectiveness  
[www.ucdenver.edu/ir](http://www.ucdenver.edu/ir)

**University of Colorado Denver | Anschutz Medical Campus  
Student Diversity**

Data provided by the CU Denver | Anschutz Medical Campus Office of Institutional Research and Effectiveness  
[www.ucdenver.edu/ir](http://www.ucdenver.edu/ir)

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**

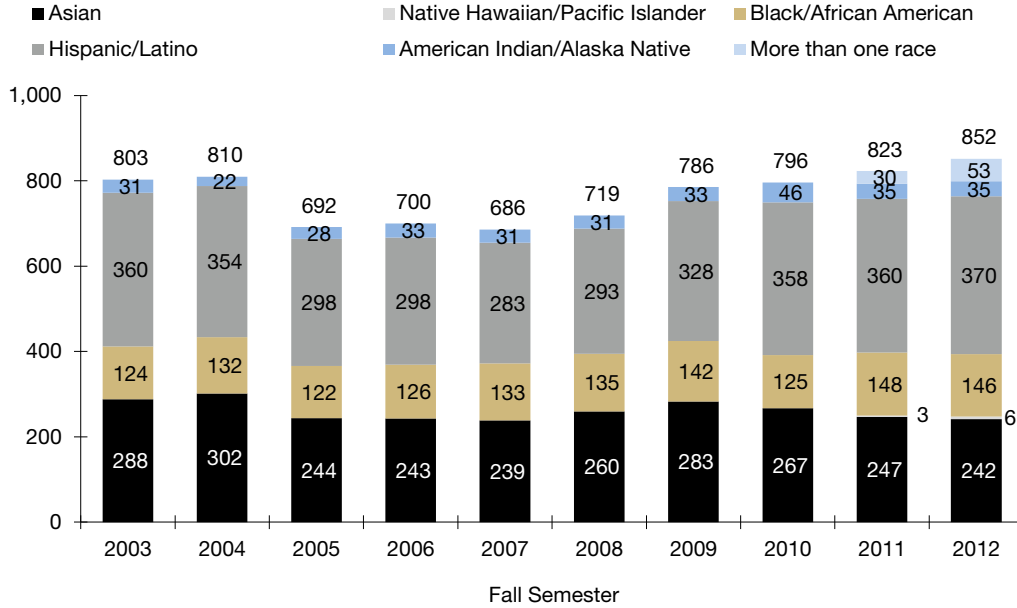


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	756	773	767	831	897	964	1,030	1,095	1,034	1,019
Native Hawaiian/Pacific Islander									7	12
Black/African American	303	326	325	398	414	445	523	589	555	551
Hispanic/Latino	760	806	894	961	1,018	1,086	1,144	1,324	1,441	1,557
American Indian/Alaska Native	87	91	79	81	84	84	81	111	75	53
More than one race									150	271
White/Unknown	5,062	5,441	5,716	5,915	6,023	6,179	6,484	6,502	6,280	6,084
International	211	199	130	107	182	255	342	468	594	706
<b>Total Enrollment</b>	<b>7,179</b>	<b>7,636</b>	<b>7,911</b>	<b>8,293</b>	<b>8,618</b>	<b>9,013</b>	<b>9,604</b>	<b>10,089</b>	<b>10,136</b>	<b>10,253</b>
Students of Color Total	1,906	1,996	2,065	2,271	2,413	2,579	2,778	3,119	3,262	3,463
Students of Color as % of Total	27%	26%	26%	27%	28%	29%	29%	31%	32%	34%

The proportion of undergraduate students of color at the combined Denver Campus and Anschutz Medical Campus has increased each year since 2005, with a high of 34% achieved in 2012.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Graduate Fall Headcount Enrollment by Race/Ethnicity**

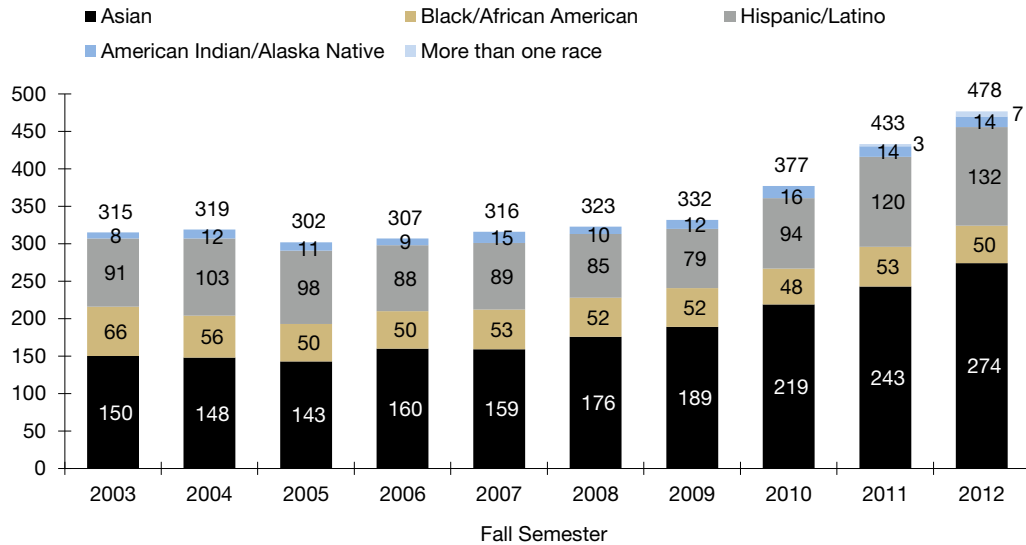


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	288	302	244	243	239	260	283	267	247	242
Native Hawaiian/Pacific Islander									3	6
Black/African American	124	132	122	126	133	135	142	125	148	146
Hispanic/Latino	360	354	298	298	283	293	328	358	360	370
American Indian/Alaska Native	31	22	28	33	31	31	33	46	35	35
More than one race									30	53
White/Unknown	4,952	4,877	4,521	4,369	4,480	4,344	4,810	5,051	4,849	4,603
International	394	344	345	376	398	435	403	428	441	455
<b>Total Enrollment</b>	<b>6,149</b>	<b>6,031</b>	<b>5,558</b>	<b>5,445</b>	<b>5,564</b>	<b>5,498</b>	<b>5,999</b>	<b>6,275</b>	<b>6,113</b>	<b>5,910</b>
Students of Color Total	803	810	692	700	686	719	786	796	823	852
Students of Color as % of Total	13%	13%	12%	13%	12%	13%	13%	13%	13%	14%

Since 2002, graduate students of color have consistently represented 12 to 13 percent of graduate enrollments at the combined Denver Campus and Anschutz Medical Campus and peaked at 14% in 2012.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Anschutz Medical Campus  
Doctoral - Professional Practice\* Fall Headcount Enrollment by Race/Ethnicity**



Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	150	148	143	160	159	176	189	219	243	274
Native Hawaiian/Pacific Islander									-	1
Black/African American	66	56	50	50	53	52	52	48	53	50
Hispanic/Latino	91	103	98	88	89	85	79	94	120	132
American Indian/Alaska Native	8	12	11	9	15	10	12	16	14	14
More than one race									3	7
White/Unknown	930	1,074	1,092	1,129	1,170	1,209	1,244	1,219	1,308	1,313
International	4	3	4	6	12	14	9	7	11	11
<b>Total Enrollment</b>	<b>1,249</b>	<b>1,396</b>	<b>1,398</b>	<b>1,442</b>	<b>1,498</b>	<b>1,546</b>	<b>1,585</b>	<b>1,603</b>	<b>1,752</b>	<b>1,802</b>
Students of Color Total	315	319	302	307	316	323	332	377	433	478
Students of Color as % of Total	25%	23%	22%	21%	21%	21%	21%	24%	25%	27%

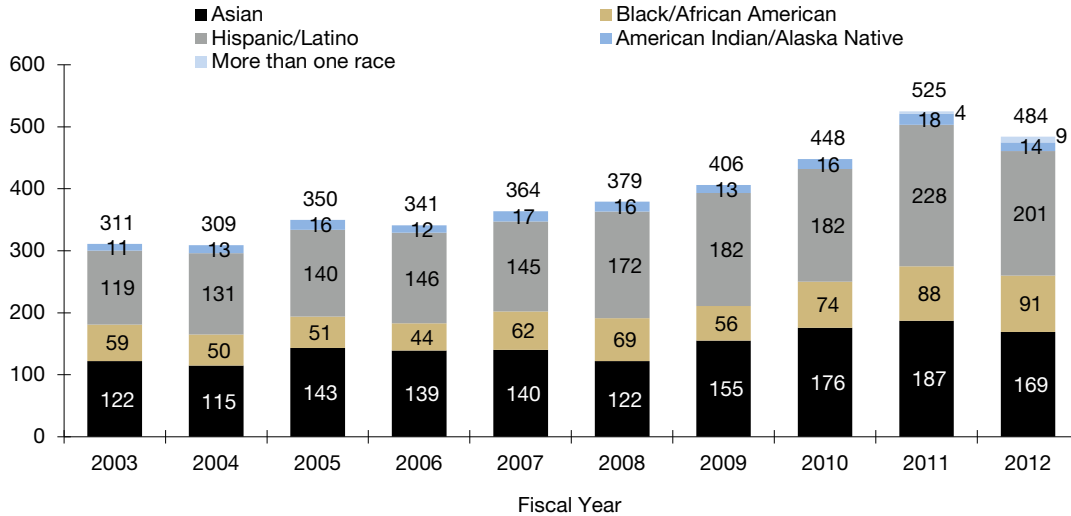
\*Enrollment in professional programs as defined by/reported to CDHE

During 2005 through 2009, the percent of health professional students of color at the Anschutz Medical Campus remained steady at about 21%, with subsequent increases to reach 27% in 2012.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."



**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Baccalaureate Degrees Awarded by Race/Ethnicity**

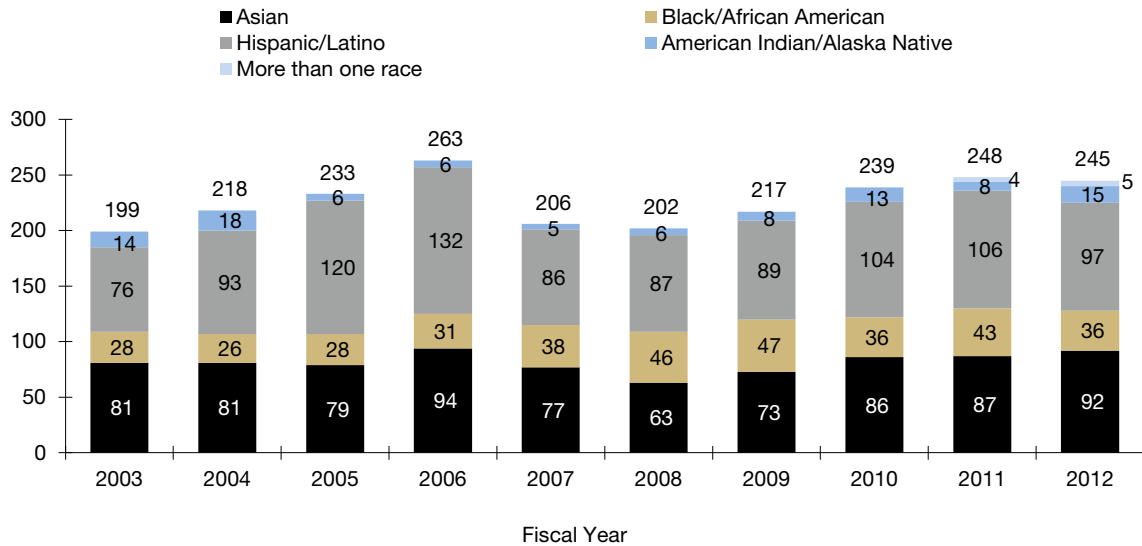


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	122	115	143	139	140	122	155	176	187	169
Native Hawaiian/Pacific Islander									-	-
Black/African American	59	50	51	44	62	69	56	74	88	91
Hispanic/Latino	119	131	140	146	145	172	182	182	228	201
American Indian/Alaska Native	11	13	16	12	17	16	13	16	18	14
More than one race									4	9
White/Unknown	921	1,058	1,048	1,212	1,259	1,329	1,331	1,376	1,389	1,318
International	302	221	153	52	29	10	6	30	120	146
<b>Total Degrees Awarded</b>	<b>1,534</b>	<b>1,588</b>	<b>1,551</b>	<b>1,605</b>	<b>1,652</b>	<b>1,718</b>	<b>1,743</b>	<b>1,854</b>	<b>2,034</b>	<b>1,948</b>
<b>Students of Color Total</b>	<b>311</b>	<b>309</b>	<b>350</b>	<b>341</b>	<b>364</b>	<b>379</b>	<b>406</b>	<b>448</b>	<b>525</b>	<b>484</b>
<b>Students of Color as % of Total</b>	<b>20%</b>	<b>19%</b>	<b>23%</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>	<b>23%</b>	<b>24%</b>	<b>26%</b>	<b>25%</b>

The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 26% in 2011, while concomitantly, the number of degrees awarded to that group has increased in each year since 2006 to reach 525 in fiscal year 2011. In 2012 there was a light decline in the number of degrees awarded to all students as well as students of color.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Graduate Degrees Awarded by Race/Ethnicity**

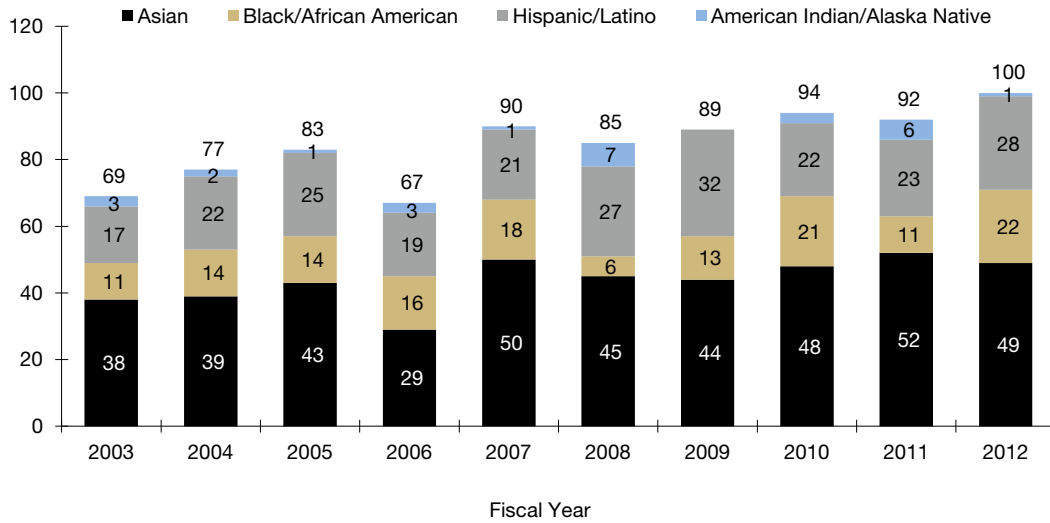


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	81	81	79	94	77	63	73	86	87	92
Native Hawaiian/Pacific Islander									-	-
Black/African American	28	26	28	31	38	46	47	36	43	36
Hispanic/Latino	76	93	120	132	86	87	89	104	106	97
American Indian/Alaska Native	14	18	6	6	5	6	8	13	8	15
More than one race									4	5
White/Unknown	1,448	1,421	1,566	1,577	1,502	1,564	1,625	1,499	1,667	1,725
International	226	196	144	160	125	23	16	152	149	169
<b>Total Degrees Awarded</b>	<b>1,873</b>	<b>1,835</b>	<b>1,943</b>	<b>2,000</b>	<b>1,833</b>	<b>1,789</b>	<b>1,858</b>	<b>1,890</b>	<b>2,064</b>	<b>2,139</b>
Students of Color Total	199	218	233	263	206	202	217	239	248	245
Students of Color as % of Total	11%	12%	12%	13%	11%	11%	12%	13%	12%	11%

The proportion of graduate degrees to students of color at the combined Denver Campus and Anschutz Medical Campus has remained fairly consistent across the years.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Anschutz Medical Campus  
Doctoral - Professional Practice Degrees Awarded by Race/Ethnicity**

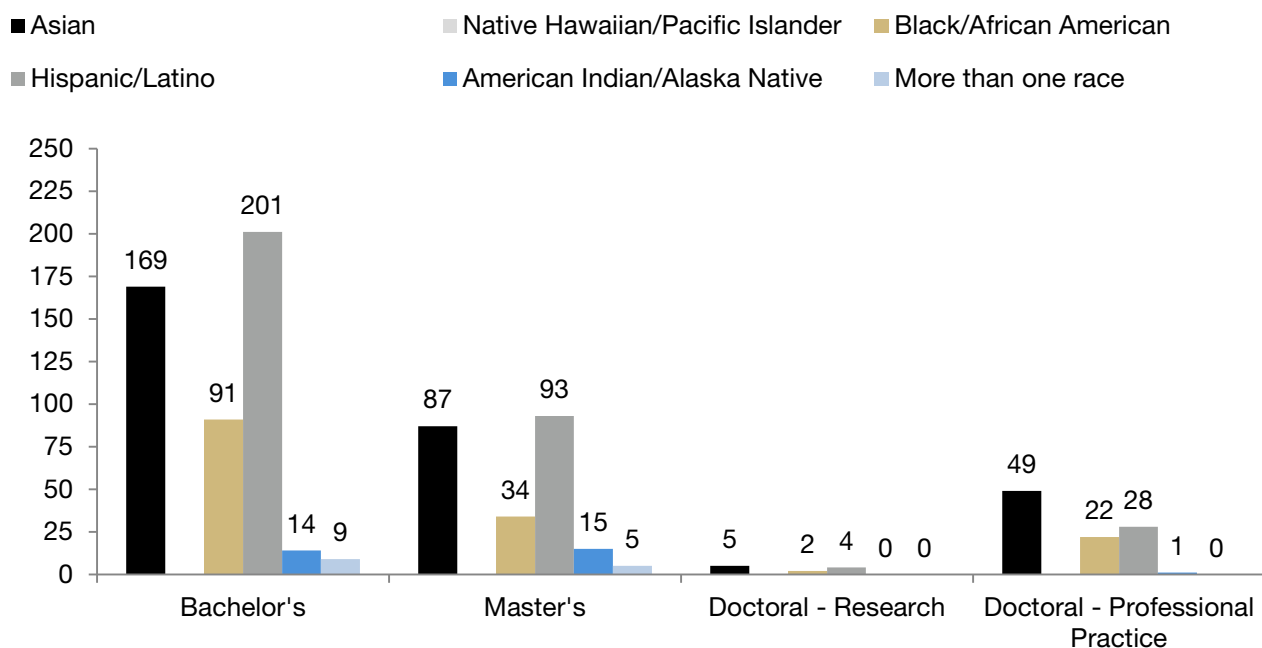


Race/Ethnicity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	38	39	43	29	50	45	44	48	52	49
Native Hawaiian/Pacific Islander									-	-
Black/African American	11	14	14	16	18	6	13	21	11	22
Hispanic/Latino	17	22	25	19	21	27	32	22	23	28
American Indian/Alaska Native	3	2	1	3	1	7	-	3	6	1
More than one race									-	-
White/Unknown	189	173	270	287	329	337	327	353	349	409
International	4	2	1	1	2	18	7	9	6	20
<b>Total Degrees Awarded</b>	<b>262</b>	<b>252</b>	<b>354</b>	<b>355</b>	<b>421</b>	<b>440</b>	<b>423</b>	<b>456</b>	<b>447</b>	<b>529</b>
Students of Color Total	69	77	83	67	90	85	89	94	92	100
Students of Color as % of Total	26%	31%	23%	19%	21%	19%	21%	21%	21%	19%

The proportion of doctoral professional practice degrees conferred to students of color at the Anschutz Medical Campus has remained fairly consistent across the last 7 years, while the number peaked in 2012.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2012**

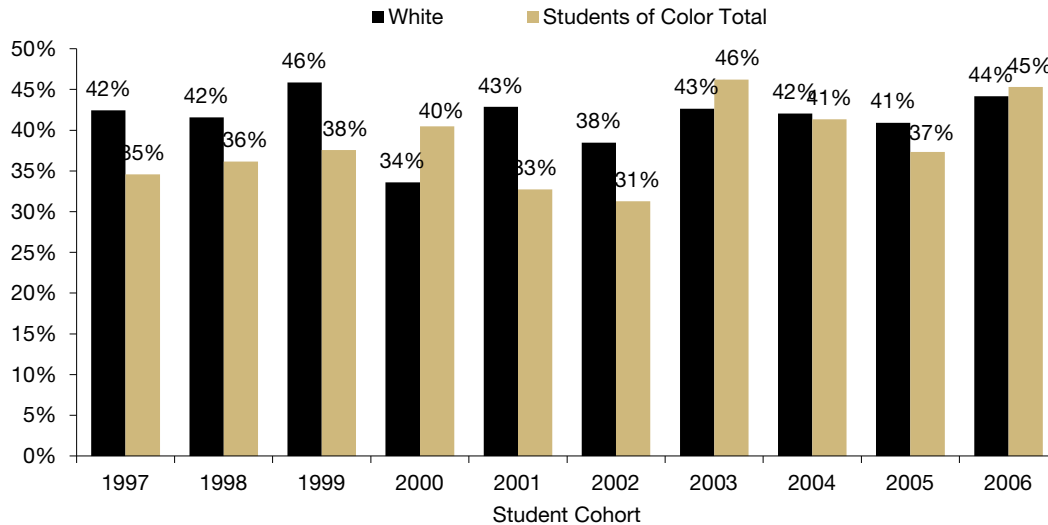


Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional	Total
Asian	169	87	5	49	310
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black/African American	91	34	2	22	149
Hispanic/Latino	201	93	4	28	326
American Indian/Alaska Native	14	15	0	1	30
More than one race	9	5	0	0	14
White/Unknown	1,318	1,648	77	409	3,452
International	146	150	19	20	335
<b>Students of Color Total</b>	<b>484</b>	<b>234</b>	<b>11</b>	<b>100</b>	<b>829</b>
<b>Total</b>	<b>1,948</b>	<b>2,032</b>	<b>107</b>	<b>529</b>	<b>4,616</b>

About two-thirds of the degrees awarded to Black, Hispanic, and more than one race students were at the baccalaureate level. Of the 636 degrees awarded at the doctoral level, 17% were conferred to students of color.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in “More than one race” or, if Hispanic/Latino was one of their choices, in “Hispanic/Latino.”

**University of Colorado Denver  
Denver Campus  
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**



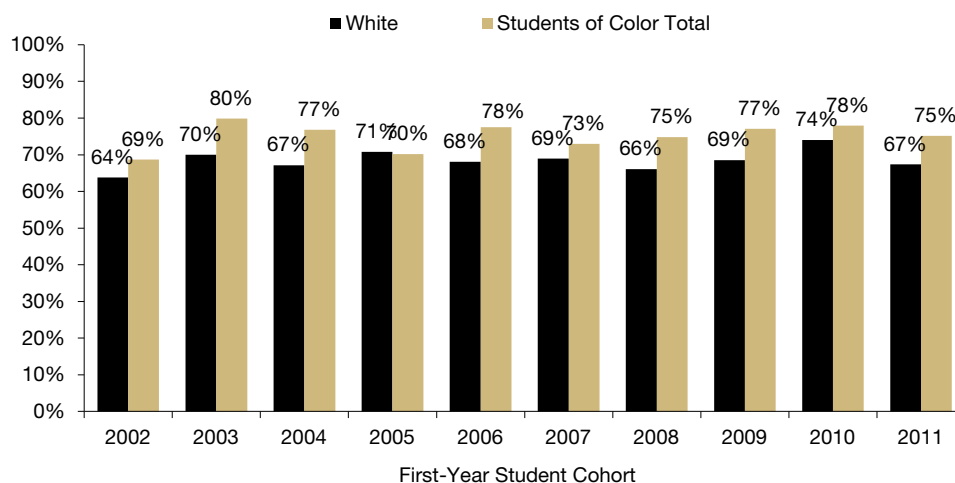
Undergraduate Cohort*	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	58	65	88	104	80	99	87	93	117	135
Black/African American	34	27	18	21	22	12	19	31	24	55
Hispanic/Latino	83	69	82	74	64	78	85	104	120	122
American Indian/Alaska Native	10	5	9	6	5	6	8	9	7	8
White	231	202	253	271	287	356	380	414	435	514
Other/Unknown	17	18	22	28	27	23	41	29	37	37
International	6	8	6	11	7	6	4	6	4	14
<b>Total</b>	<b>439</b>	<b>394</b>	<b>478</b>	<b>515</b>	<b>492</b>	<b>580</b>	<b>624</b>	<b>686</b>	<b>744</b>	<b>885</b>
<b>Students of Color Total</b>	<b>185</b>	<b>166</b>	<b>197</b>	<b>205</b>	<b>171</b>	<b>195</b>	<b>199</b>	<b>237</b>	<b>268</b>	<b>320</b>

Six-Year Graduation Rate	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	41%	52%	47%	46%	45%	33%	53%	51%	45%	55%
Black/African American	24%	37%	28%	24%	23%	42%	53%	32%	21%	36%
Hispanic/Latino	34%	23%	32%	35%	23%	26%	41%	39%	33%	40%
American Indian/Alaska Native	40%	0%	22%	67%	0%	50%	13%	0%	29%	25%
White	42%	42%	46%	34%	43%	38%	43%	42%	41%	44%
Other/Unknown	35%	22%	32%	29%	41%	61%	34%	45%	54%	41%
International	67%	75%	50%	27%	14%	0%	50%	33%	50%	71%
<b>Total</b>	<b>39%</b>	<b>39%</b>	<b>42%</b>	<b>36%</b>	<b>39%</b>	<b>37%</b>	<b>43%</b>	<b>42%</b>	<b>40%</b>	<b>45%</b>
<b>Students of Color Total</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>40%</b>	<b>33%</b>	<b>31%</b>	<b>46%</b>	<b>41%</b>	<b>37%</b>	<b>45%</b>

\* Cohorts include first-time first-year full-time students entering in the Summer/Fall semester.

The numbers of students of color in the standard undergraduate cohort have been increasing since 2001. For the 2006 cohort, the six-year graduation rates for all students and students of color was the same: 45%.

**University of Colorado Denver  
Denver Campus  
1-Year Freshman Retention Rates by Race/Ethnicity**



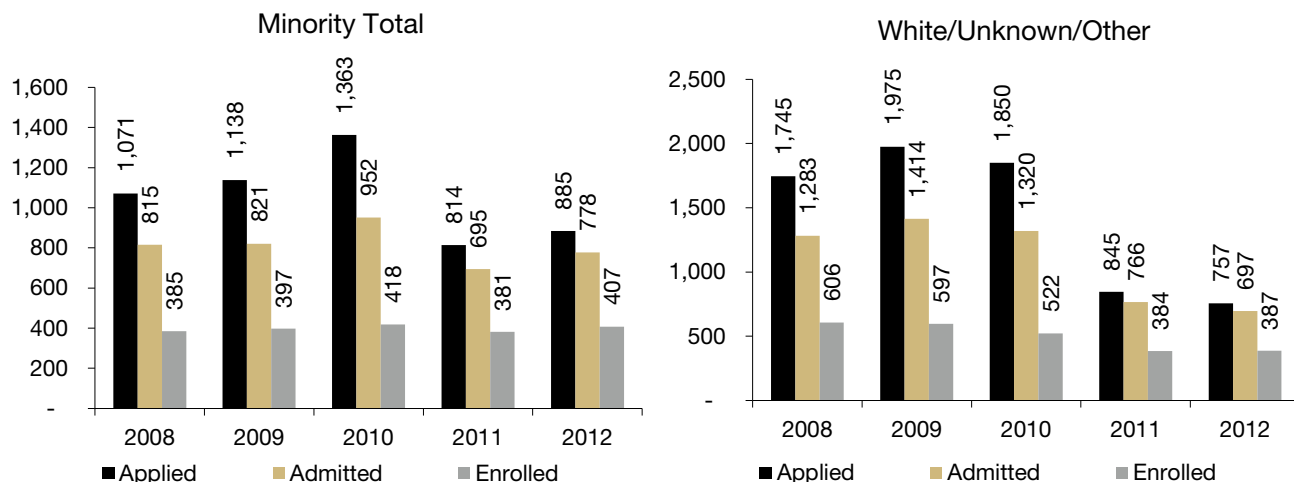
First-Year Cohort	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	99	87	93	117	135	137	149	162	157	118
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	2
Black/African American	12	19	31	24	55	55	60	67	60	31
Hispanic/Latino	78	85	104	120	122	161	164	162	189	189
American Indian/Alaska Native	6	8	9	7	8	17	8	6	11	3
More than one race	-	-	-	-	-	-	-	-	9	55
White	356	380	414	435	514	567	601	524	523	380
Other/Unknown	23	41	29	37	37	32	21	69	11	15
International	6	4	6	4	14	43	35	48	63	61
<b>Total</b>	<b>580</b>	<b>624</b>	<b>686</b>	<b>744</b>	<b>885</b>	<b>1,012</b>	<b>1,038</b>	<b>1,038</b>	<b>1,023</b>	<b>854</b>
<b>Students of Color Total</b>	<b>195</b>	<b>199</b>	<b>237</b>	<b>268</b>	<b>320</b>	<b>370</b>	<b>381</b>	<b>397</b>	<b>426</b>	<b>398</b>

Percent Enrolled One Year Later	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	74%	89%	83%	77%	83%	81%	81%	86%	87%	78%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	100%
Black/African American	75%	68%	65%	63%	69%	65%	83%	66%	70%	87%
Hispanic/Latino	60%	75%	78%	68%	76%	70%	68%	73%	74%	75%
American Indian/Alaska Native	83%	63%	44%	29%	63%	59%	38%	50%	55%	33%
More than one race	-	-	-	-	-	-	-	-	78%	65%
White	64%	70%	67%	71%	68%	69%	66%	69%	74%	67%
Other/Unknown	70%	68%	83%	78%	78%	72%	71%	77%	73%	67%
International	83%	75%	67%	75%	71%	77%	71%	90%	86%	72%
<b>Total</b>	<b>66%</b>	<b>73%</b>	<b>71%</b>	<b>71%</b>	<b>72%</b>	<b>71%</b>	<b>70%</b>	<b>73%</b>	<b>76%</b>	<b>71%</b>
<b>Students of Color Total</b>	<b>69%</b>	<b>80%</b>	<b>77%</b>	<b>70%</b>	<b>78%</b>	<b>73%</b>	<b>75%</b>	<b>77%</b>	<b>78%</b>	<b>75%</b>

We continue to see higher persistence rates for students of color than for white students (with the exception of the 2005 cohort).

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Denver Campus  
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity**



Asian			
Fall Term	Applied	Admitted	Enrolled
2008	321	277	146
2009	356	282	160
2010	403	319	160
2011	216	190	114
2012	255	234	119

Native Hawaiian/Pacific Islander			
Fall Term	Applied	Admitted	Enrolled
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	2	1	1
2012	4	4	4

Black/African American			
Fall Term	Applied	Admitted	Enrolled
2008	217	150	63
2009	223	141	67
2010	221	138	58
2011	100	69	27
2012	126	106	46

Hispanic/Latino			
Fall Term	Applied	Admitted	Enrolled
2008	499	367	168
2009	537	384	165
2010	665	448	186
2011	407	355	192
2012	416	358	196

American Indian/Alaska Native			
Fall Term	Applied	Admitted	Enrolled
2008	34	21	8
2009	22	14	5
2010	74	47	14
2011	5	4	1
2012	5	5	2

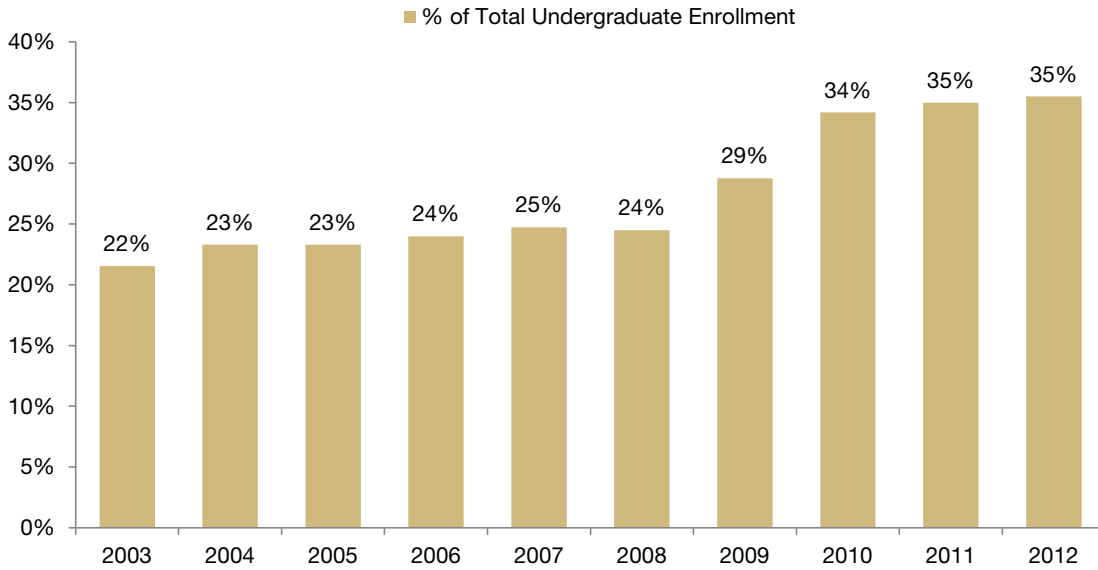
More than one race			
Fall Term	Applied	Admitted	Enrolled
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	86	77	47
2012	83	75	44

White/Unknown/Other			
Fall Term	Applied	Admitted	Enrolled
2008	1,745	1,283	606
2009	1,975	1,414	597
2010	1,850	1,320	522
2011	845	766	384
2012	757	697	387

Total			
Fall Term	Applied	Admitted	Enrolled
2008	2,816	2,098	991
2009	3,113	2,235	994
2010	3,213	2,272	940
2011	1,659	1,461	765
2012	1,646	1,479	798

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver  
Denver Campus  
Fall Enrollment of Pell Grant Recipients**

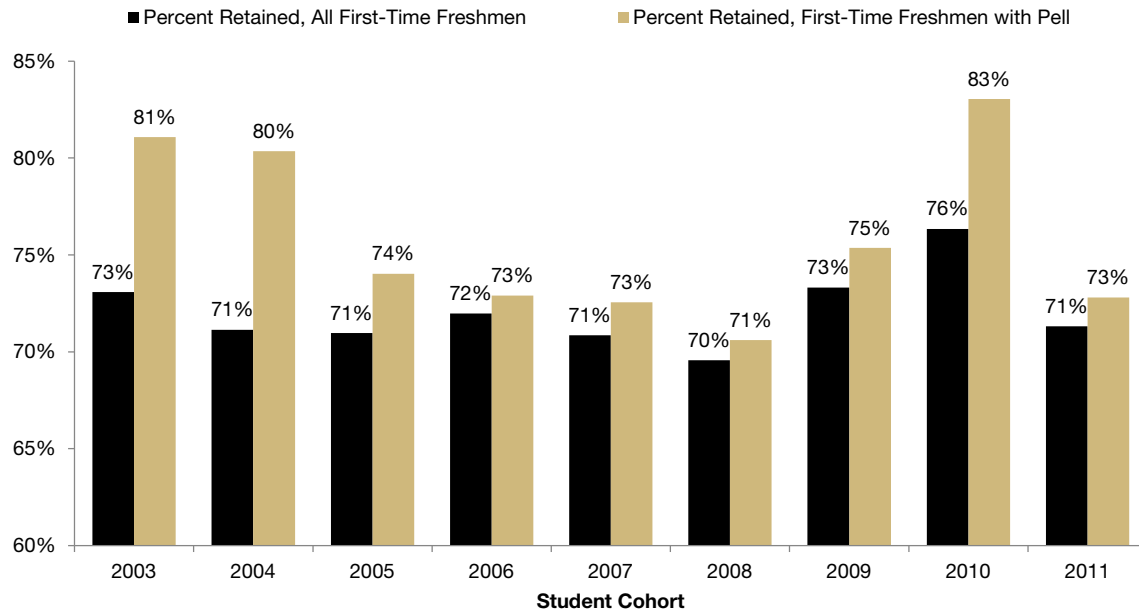


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total UG Pell recipients enrolled	1,478	1,695	1,745	1,889	2,024	2,100	2,643	3,309	3,401	3,466
% of Total Undergraduate Enrollment	22%	23%	23%	24%	25%	24%	29%	34%	35%	35%

The proportion of Pell grant recipients on the Denver Campus reached a high of 35% in Fall 2011 and Fall 2012. This is encouraging, as students receiving Pell grants tend to persist at higher rates than those who do not.



**University of Colorado Denver  
Denver Campus  
1-Year Retention Rates of Freshman Pell Grant Recipients**



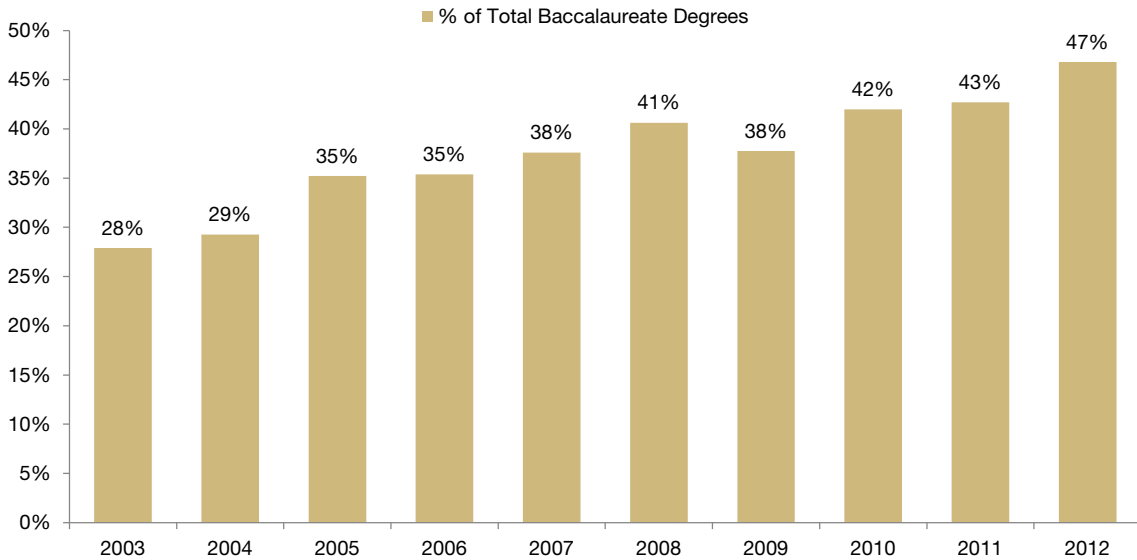
	2003	2004	2005	2006	2007	2008	2009	2010	2011
First-Year Student Cohorts*	148	168	154	203	277	262	349	348	331
Number Retained**	120	135	114	148	201	185	263	289	241
with Pell	81%	80%	74%	73%	73%	71%	75%	83%	73%
Percent Retained, All First-Time Freshmen	73%	71%	71%	72%	71%	70%	73%	76%	71%

\* First-Time freshmen w/Pell entering Summer/Fall term

\*\*Number enrolled in subsequent fall

For each cohort on the Denver Campus, the one-year retention rates are higher for those that received Pell compared to those that did not.

**University of Colorado Denver  
Denver Campus  
Baccalaureate Degrees Granted to Pell Grant Recipients**



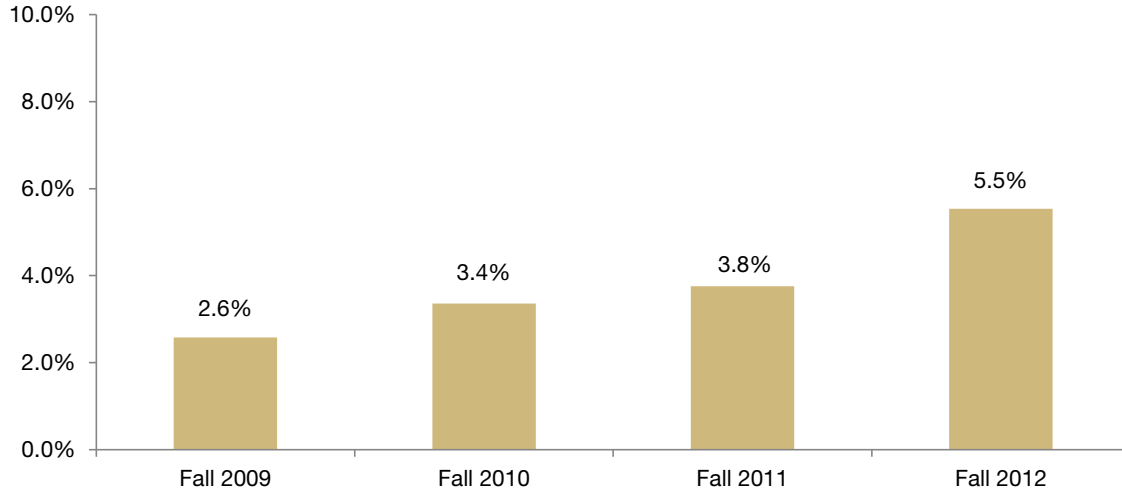
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Baccalaureate Degrees Awarded to Pell Recipients*	386	406	476	480	527	601	565	690	777	815
% of Total Baccalaureate Degrees	28%	29%	35%	35%	38%	41%	38%	42%	43%	47%

\* counted if student was ever a Pell recipient

The percentage of Denver Campus students receiving baccalaureate degrees who were Pell grant recipients reached a high of 47% in 2012.

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Enrollment of Students with Disabilities**

Undergraduate students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates



	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of undergraduates registered with Office of Disability Services	237	325	365	541
Percent of all undergraduates	2.6%	3.4%	3.8%	5.5%

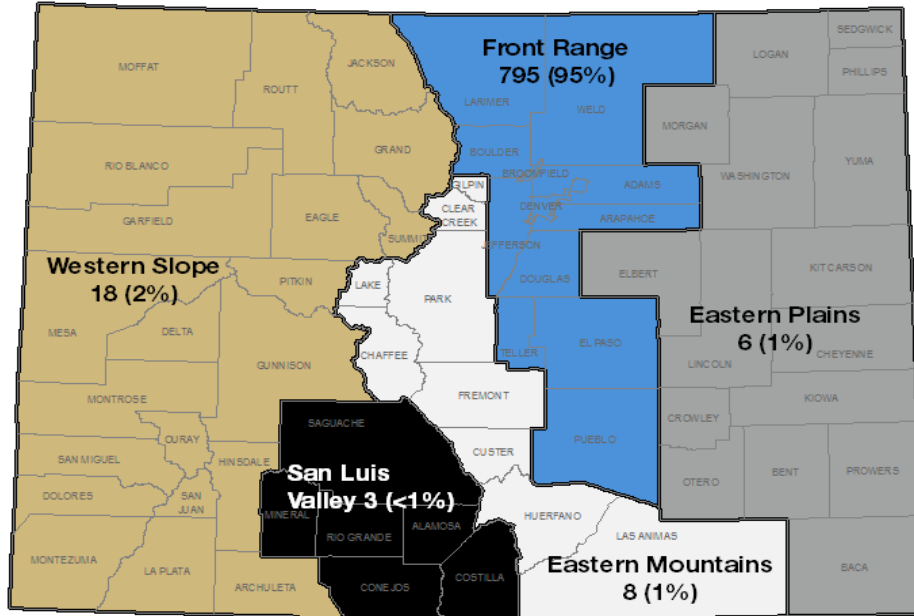
In Fall 2009, 297 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 297 students, 237 were undergraduates.

In Fall 2010, 406 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 406 students, 325 were undergraduates.

Over the last four fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased from 2.6% in Fall 2009 to 5.5% in Fall 2012. The latter represents 541 students from the combined Denver Campus and Anschutz Medical Campus.

**University of Colorado Denver  
Denver Campus  
New Resident Freshmen, Fall 2012  
Home Region**

(Based on County at Time of Admission, End-of-Term Enrollment)



Unknown: 3 (<1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU Denver New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	8	1%
Eastern Plains	4%	6	1%
Front Range	81%	795	95%
San Luis Valley	1%	3	0.4%
Western Slope	9%	18	2%
unknown	4%	3	0.4%
<b>Total</b>	<b>100%</b>	<b>833</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

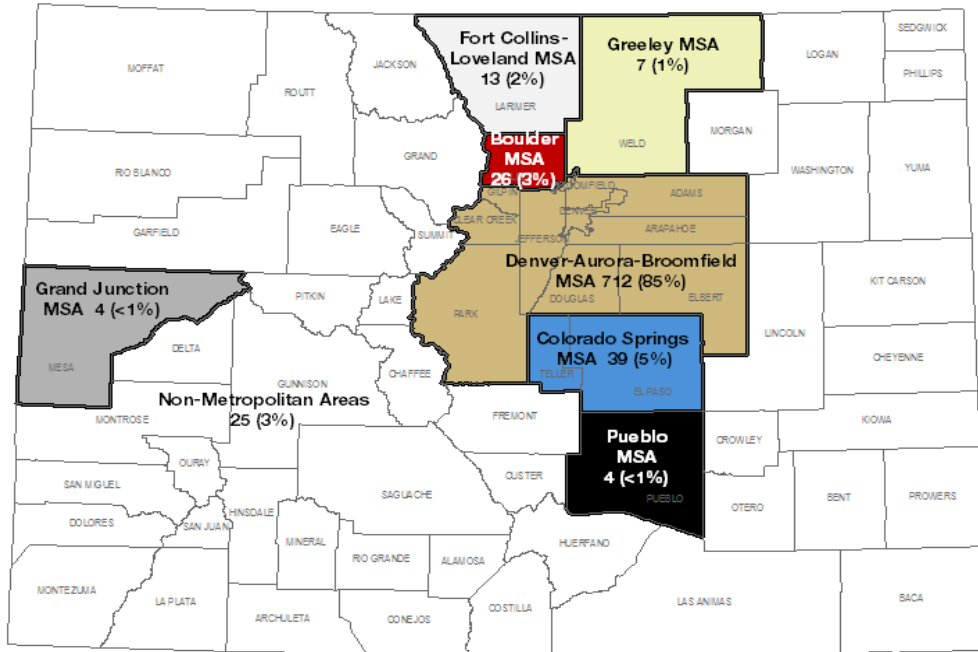
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013)

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Denver  
Denver Campus  
New Resident Freshmen, Fall 2012  
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County at Time of Admission, End-of-Term Enrollment)



MSA=Metropolitan Statistical Area

Unknown: 3 (<1%)

Metro Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU Denver New Resident Freshmen, Fall 2012	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	26	3%
Colorado Springs MSA	13%	39	5%
Denver-Aurora-Broomfield MSA	49%	712	85%
Fort Collins-Loveland MSA	5%	13	2%
Grand Junction MSA	3%	4	0.5%
Greeley MSA	4%	7	1%
Pueblo MSA	3%	4	0.5%
Non-Metro	12%	25	3%
unknown	4%	3	0.4%
<b>Total</b>	<b>100%</b>	<b>833</b>	<b>100%</b>

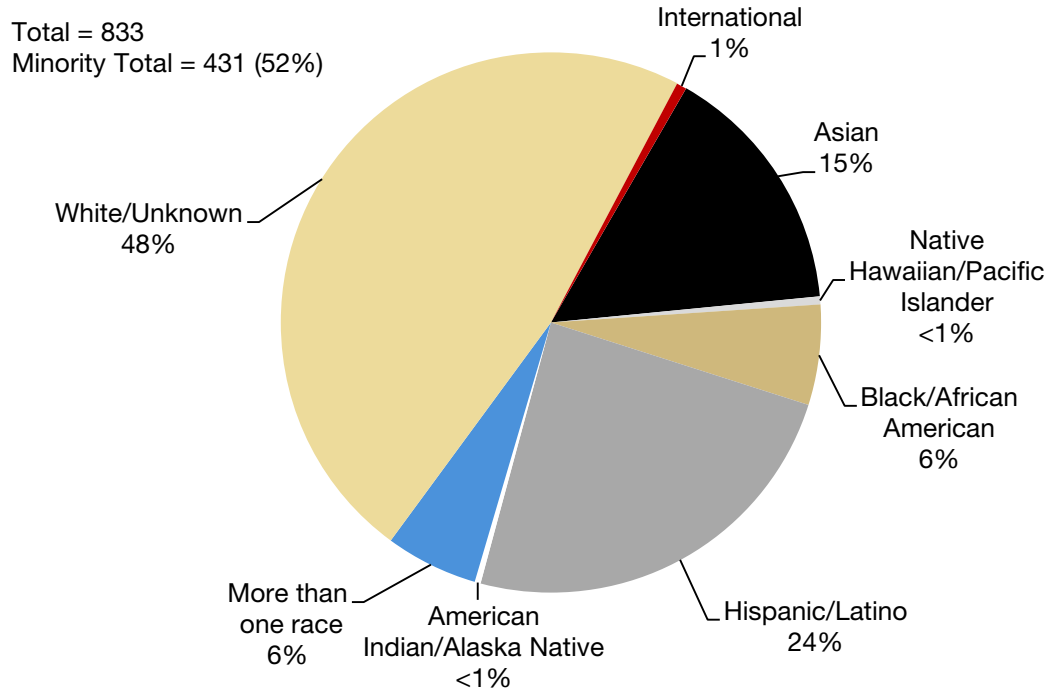
<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2012. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Denver**  
**Denver Campus**  
**New Resident Freshmen by Race/Ethnicity, Fall 2012**  
 (End-of-Term Enrollment)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

**University of Colorado Denver | Anschutz Medical Campus  
Faculty and Staff Diversity**

Data provided by the CU Denver | Anschutz Medical Campus Office of Institutional Research and Effectiveness  
[www.ucdenver.edu/ir](http://www.ucdenver.edu/ir)

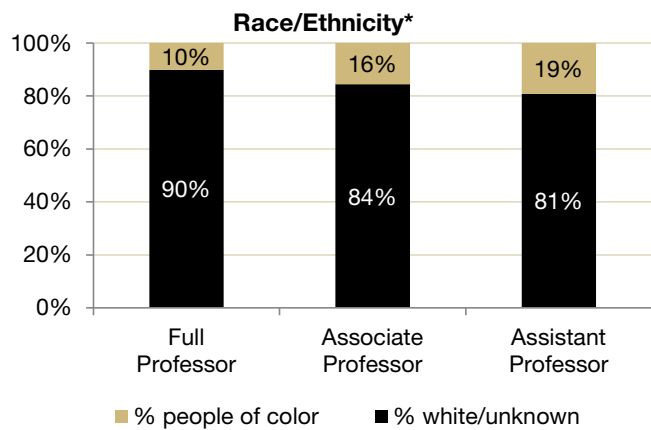
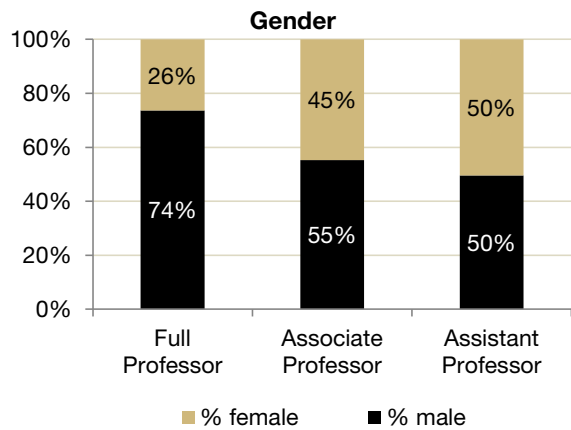
**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Full-Time Faculty and Staff, Fall 2012**

	Total	Female		Male		People of Color		Race/Ethnicity/Citizenship								
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	More than one race	White	Unknown	Inter- national
<b>Faculty</b>	<b>3,568</b>	<b>1,856</b>	<b>52%</b>	<b>1,712</b>	<b>48%</b>	<b>545</b>	<b>16%</b>	<b>46</b>	<b>23</b>	<b>320</b>	<b>5</b>	<b>142</b>	<b>9</b>	<b>2,569</b>	<b>307</b>	<b>147</b>
Instructional Faculty	2,941	1,522	52%	1,419	48%	408	14%	36	19	227	4	115	7	2,242	256	35
Tenured/Tenure Track	1,856	782	42%	1,074	58%	285	16%	22	11	173	4	71	4	1,419	131	21
Full Professor	504	133	26%	371	74%	51	10%	4	2	32	-	13	-	441	11	1
Associate Professor	581	260	45%	321	55%	90	16%	5	6	49	1	26	3	455	35	1
Assistant Professor	771	389	50%	382	50%	144	19%	13	3	92	3	32	1	523	85	19
Non-Tenure Track	1,085	740	68%	345	32%	123	11%	14	8	54	-	44	3	823	125	14
Instructor/Sr. Instructor	947	678	72%	269	28%	101	11%	12	7	43	-	36	3	718	118	10
Other	138	62	45%	76	55%	22	16%	2	1	11	-	8	-	105	7	4
Research Faculty	572	304	53%	268	47%	129	28%	10	4	88	1	24	2	284	47	112
Public Service Faculty	55	30	55%	25	45%	8	15%	-	-	5	-	3	-	43	4	-
<b>Staff</b>	<b>3,652</b>	<b>2,539</b>	<b>70%</b>	<b>1,113</b>	<b>30%</b>	<b>879</b>	<b>24%</b>	<b>215</b>	<b>38</b>	<b>222</b>	<b>7</b>	<b>363</b>	<b>34</b>	<b>2,486</b>	<b>257</b>	<b>30</b>
Officers	32	13	41%	19	59%	2	6%	1	-	-	-	1	-	27	3	-
With Faculty Status	12	4	33%	8	67%	1	8%	1	-	-	-	-	-	11	-	-
Without Faculty Status	20	9	45%	11	55%	1	5%	-	-	-	-	1	-	16	3	-
Management/Other Professionals/Support Staff	3,620	2,526	70%	1,094	30%	877	76%	214	38	222	7	362	34	2,459	254	30
With Faculty Status	1,309	963	74%	346	26%	248	19%	24	21	114	2	80	7	911	128	22
Exempt Professionals	1,309	965	74%	344	26%	273	21%	68	6	63	1	125	10	948	80	8
Classified Staff	1,002	598	60%	404	40%	356	36%	122	11	45	4	157	17	600	46	-
<b>Faculty/Staff Total</b>	<b>7,220</b>	<b>4,395</b>	<b>61%</b>	<b>2,825</b>	<b>39%</b>	<b>1,424</b>	<b>20%</b>	<b>261</b>	<b>61</b>	<b>542</b>	<b>12</b>	<b>505</b>	<b>43</b>	<b>5,055</b>	<b>564</b>	<b>177</b>

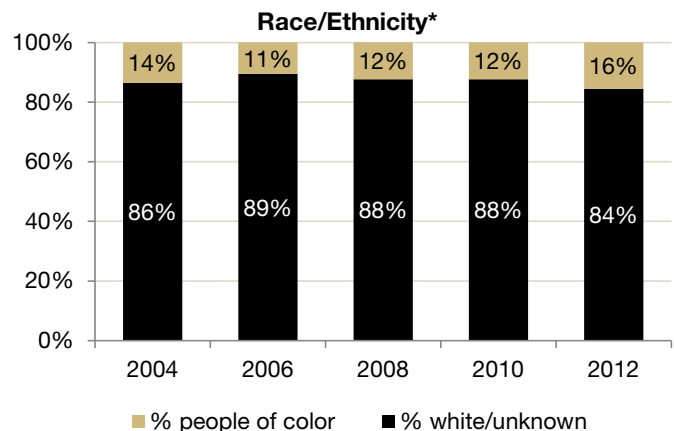
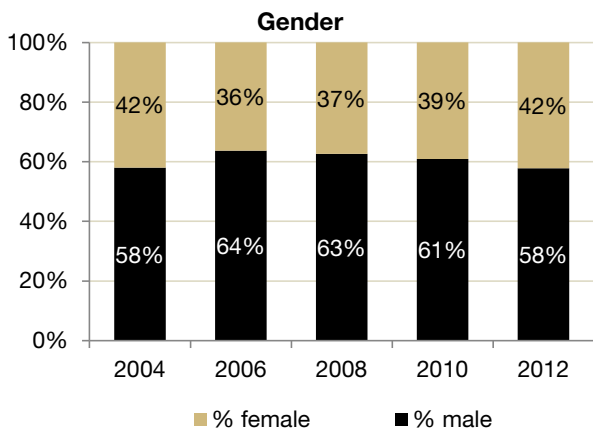
Notes: Includes all employees reported for IPEDS EAP for Fall 2012. Excludes student and other temporary employees.  
Minority total includes multi-racial and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.



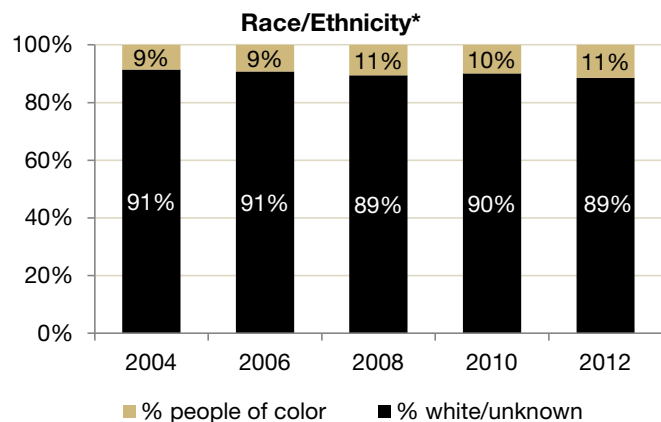
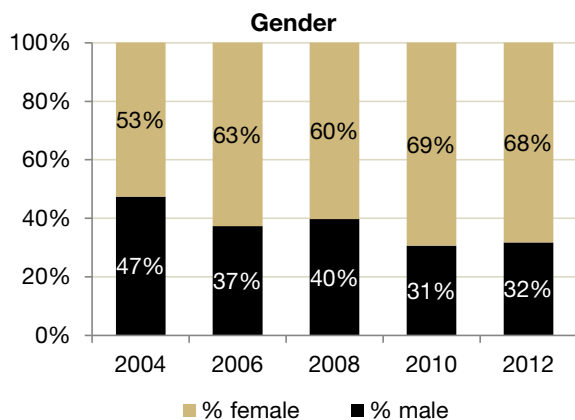
**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Regular Instructional Faculty, Fall 2012  
Tenured/Tenure Track**



**Regular Instructional Faculty, Fall 2003 - Fall 2012  
Tenured/Tenure Track Faculty  
All Ranks Combined**



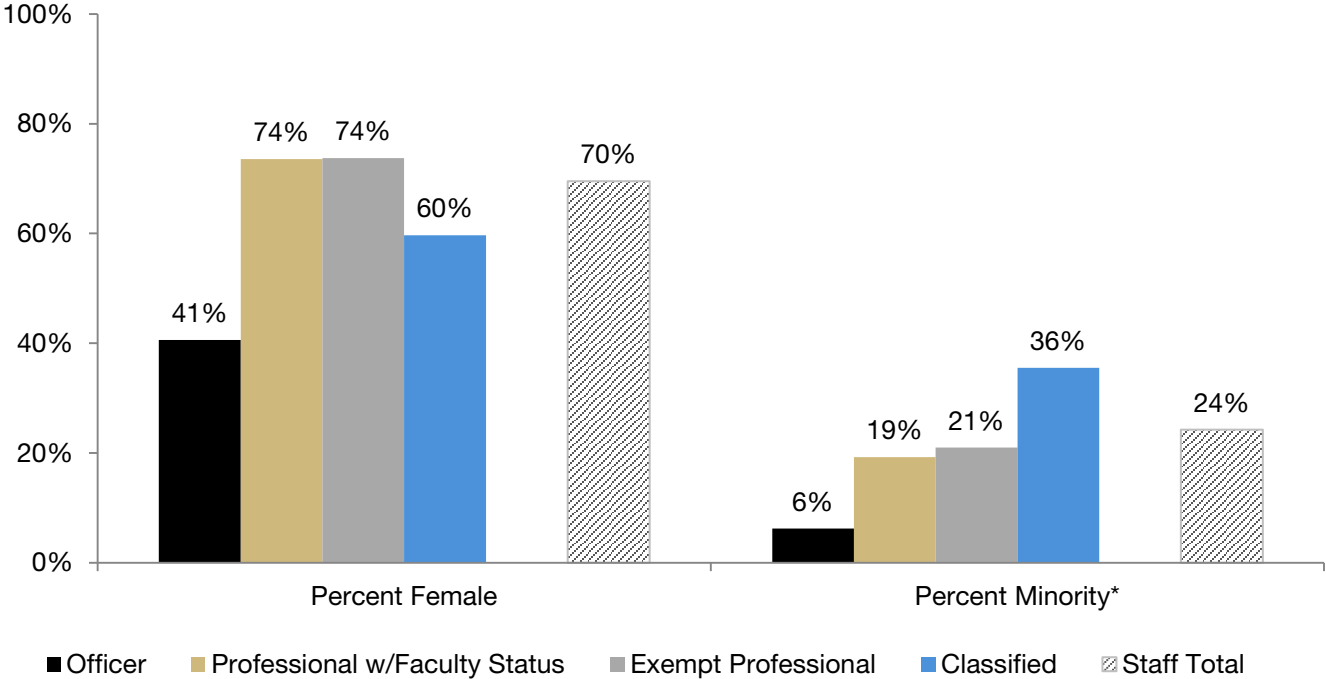
**Non-Tenure Track Faculty  
Instructors and Senior Instructors Combined**



\* Calculated percentages exclude international faculty.

For Fall 2012, females comprise 50% or less of the assistant and associate professors and 26% of full professors. Compared to prior years, the percentages of faculty of color in the tenured/tenure track ranks are up for Fall 2012.

**University of Colorado Denver  
 Denver Campus and Anschutz Medical Campus  
 Staff Diversity, Fall 2012**



\* Percent minority calculations exclude international staff

The highest percentages of women are found in the professional categories.



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## **University of Colorado System Administration Staff Diversity**

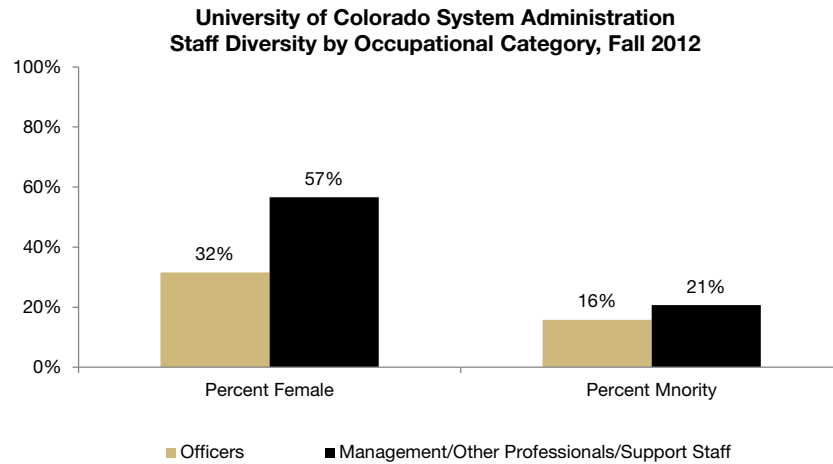
Data compiled by the University of Colorado System Office of Institutional Research  
[www.cu.edu/ir](http://www.cu.edu/ir)

**University of Colorado System Administration  
Full-Time Staff, Fall 2012**

	Total	Female		Male		Minority**		Race/Ethnicity/Citizenship						
		#	%	#	%	#	%	American Black/ African American	Indian/ Alaska Native	Asian	Hispanic/L atino	White	Unknown	Inter- national
<b>Staff Total</b>	<b>314</b>	<b>173</b>	<b>55%</b>	<b>141</b>	<b>45%</b>	<b>62</b>	<b>20%</b>	<b>11</b>	<b>4</b>	<b>24</b>	<b>23</b>	<b>237</b>	<b>5</b>	<b>10</b>
Officers	19	6	32%	13	68%	3	16%	0	1	1	1	15	1	0
Management/Other Professionals/Support Staff	295	167	57%	128	43%	59	21%	11	3	23	22	222	4	10

\*Per Regent policy, officers include those holding the title of President, Vice President, Associate Vice President, Assistant Vice President, Treasurer, or Associate Counsel. One individual holding a part-time position is included in the Officer count.

\*\* Percent minority calculations exclude international staff.



Percent minority calculations exclude international staff



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## **Enrollment in Colorado Public Four-Year Institutions**

Data compiled by the University of Colorado System Office of Institutional Research  
[www.cu.edu/ir](http://www.cu.edu/ir)

## Fall 2011 Resident Enrollment, Colorado Public Four-Year Institutions

	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic	Native American or Alaskan Native	More than one Race/Ethnicity (non-Hispanic)	White, non-Hispanic	Unknown Ethnicity	Non-Resident Alien <sup>a</sup>	Total	Total Minority <sup>b</sup>	Percent Minority <sup>c</sup>	Share of CO Minority Enrollment	Share of CO Total Enrollment
<b>Undergraduate</b>	4,179	4,112	158	14,501	806	2,344	73,810	5,639	171	105,720	26,100	25%	100%	100%
Adams State College	21	92	2	674	20	32	958	66		1,865	841	45%	3%	2%
Colorado Mesa University	75	157	26	968	94	133	6,054	368	1	7,876	1,453	18%	6%	7%
Colorado School of Mines	150	39		227	12	46	2,083	163	4	2,724	474	17%	2%	3%
Colorado State University System	459	885	32	3,159	133	638	18,701	1,355	72	25,434	5,306	21%	20%	24%
Colorado State University	335	397	25	1,542	62	519	14,378	937	38	18,233	2,880	16%	11%	17%
Colorado State University - Pueblo	72	360	2	1,287	46	76	2,335	171	5	4,354	1,843	42%	7%	4%
Colorado State University - Global	52	128	5	330	25	43	1,988	247	29	2,847	583	21%	2%	3%
Fort Lewis College	10	25	5	226	107	72	1,909	80	14	2,448	445	18%	2%	2%
Metropolitan State College of Denver	804	1,411	67	4,049	176	591	14,329	1,120	14	22,561	7,098	31%	27%	21%
University of Colorado	2,528	1,120	14	3,851	215	597	22,734	1,339	64	32,462	8,325	26%	32%	31%
University of Colorado Boulder	1,212	299	4	1,588	92	299	12,338	549	38	16,419	3,494	21%	13%	16%
University of Colorado Colorado Springs	318	275	6	860	55	165	5,027	311	8	7,025	1,679	24%	6%	7%
University of Colorado Denver	998	546	4	1,403	68	133	5,369	479	18	9,018	3,152	35%	12%	9%
University of Northern Colorado	130	356		1,246	41	218	5,956	910	2	8,859	1,991	22%	8%	8%
Western State College	2	27	12	101	8	17	1,086	238		1,491	167	11%	1%	1%
<b>Graduate</b>	812	468	12	1,425	132	192	14,605	1,563	138	19,347	3,041	16%	100%	100%
Adams State College	2	9	1	107	7	4	412	34		576	130	23%	4%	3%
Colorado Mesa University		1		2			40	1		44	3	7%	0%	0%
Colorado School of Mines	33	16	1	57	10	6	708	60	8	899	123	14%	4%	5%
Colorado State University System	101	121	6	375	27	84	3,426	433	37	4,610	714	16%	23%	24%
Colorado State University	76	35	5	221	21	71	2,582	320	20	3,351	429	13%	14%	17%
Colorado State University - Pueblo	5	6		55	2	3	173	14		258	71	28%	2%	1%
Colorado State University - Global	20	80	1	99	4	10	671	99	17	1,001	214	22%	7%	5%
Metropolitan State College of Denver		1		4			24			29	5	17%	0%	0%
University of Colorado	656	291	4	801	82	74	9,004	1,000	92	12,004	1,908	16%	63%	62%
University of Colorado Boulder	170	50		230	37	27	2,908	218	21	3,661	514	14%	17%	19%
University of Colorado Colorado Springs	51	54	1	123	5	17	1,111	120	17	1,499	251	17%	8%	8%
University of Colorado Denver	435	187	3	448	40	30	4,985	662	54	6,844	1,143	17%	38%	35%
University of Northern Colorado	20	29		79	6	24	991	35	1	1,185	158	13%	5%	6%
<b>Total</b>	4,991	4,580	170	15,926	938	2,536	88,415	7,202	309	125,067	29,141	23%	100%	100%

Source: Colorado Department of Higher Education Searchable Database, <http://higher.ed.colorado.gov/i3/Search.aspx>  
Based on SURDS enrollment files. Excludes students exclusively enrolled in extended studies programs. These data will not match other data provided in this report; this table is based on end-of-term enrollment whereas other data are based on census date enrollment.

<sup>a</sup> As defined by the State of Colorado and US Department of Education, a non-resident alien is "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely." This excludes US citizens (native or naturalized) and permanent residents.

<sup>b</sup> The minority total includes individuals reported under "more than one race/ethnicity."

<sup>c</sup> The percent minority calculation excludes non-resident aliens (they are not included in the numerator or denominator).